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ABSTRACT

This collection of papers presented at an institute on public libraries and adult services at the University of Michigan contains a tribute to Professor Rose Vainstein (retiring Margaret Mann Professor of Library Science at the University), an institute program schedule, and a set of essays and discussions on the theme of the institute. The essays include: "An Historic Perspective on Adult Services in American Public Libraries," by Professor Vainstein; "The Public Library Setting--Community Profiles and What the 80s and 90s Will Bring," by Dr. Roger Greer; "The Nature and Focus of Today's Adult Services," by Bernice MacDonald; "Info-to-Go: Traditional and Newer Forms of Information Services," by Carolyn Anthony; "The 1970s--Decade of the Adult Learner," by Jacquelyn Thresher; "Adult Programs in the Public Library," by Arthur Curley; and "The Future Scene--Opportunities and New Directions for Adult Services in the American Public Library," by Dr. Margaret Monroe. Appended to the collection are a list of suggested readings on library services for adults and a set of biographical profiles of the institute staff. (JL)

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Public Libraries and New Directions for Adult Services

An Institute in Honor of Rose Vainstein, Margaret Mann Professor of Library Science

Sponsored by The University of Michigan, School of Library Science in Cooperation with The University of Michigan Extension Service, Organized by Joan C. Durrance, Coordinator of Continuing Education, and held at the Michigan League on Friday May 16, 1980.

Proceedings edited by
Joan C. Durrance
and
Rose Vainstein

School of Library Science
The University of Michigan
Ann Arbor, Michigan 48109
1981

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Preface

Remarks by Russell E. Bidlack at the Institute Banquet Honoring Rose Vainstein

At an occasion such as this, it is inevitable that we spend some time remembering. I remember when Wally Bonk, then chairman of the Department of Library Science, consulted with me in 1966 regarding the possibility of attracting Rose Vainstein to our faculty. Those were the days before search committees and close faculty involvement in personnel decision making, so by today's standards, your appointment, Rose, as professor of library science, was accomplished with a minimum of consultation, and it violated all the current rules of affirmative action. There was no advertising of the faculty opening nor did we interview, or even consider, any other applicants. In fact, you, yourself, were not even an applicant. Wally simply approached you. I am not sure to what degree you were even kept informed of events following Wally's informal interview with you—Wally had a habit of moving promptly.

In reviewing the correspondence pertaining to your appointment as a full professor, I found the carbon of Wally's letter to Dean William Hays, of the College of Literature, Science and the Arts, of which we were then a department, requesting your appointment. It begins in a rather unusual manner, but in a manner rather typical of Wally's unique administrative style:

> Dear Bill:
>
> Shakespeare puts a wonderful line into the mouth of one of his characters which is very suggestive of your avaricious chairman: "Once more into the breach dear friends, once more!" Or you might think that we adopt the slogan Gompers is reputed to have given as his program for the union: "More!"
>
> The ink is hardly cool on the two splendid letters you sent me recently, giving me permission to move ahead with the appointments of Edmon Low for the fall of 1967 and the part-time appointment of Constance Rinehart for the winter of 1967, when I am back at it again, charging into the face of such generosity.

Wally went on to make his case for the appointment as a full professor of the then director of the Bloomfield Township (MI) Public Library. He closed his letter, as he began it, in the style that was unique to Wally Bonk: "I commend this request to the Dean, filled with hope and a deep faith in the Dean's charity!"

What dean could say no to a chairman who opens his appeal with the words of Shakespeare and Gompers, and, with hope and faith, commends it to the Dean's charity? Dean Hays's reply, dated October 18, 1966, begins: "Thank you for your informative and entertaining letter. . . . Miss Vainstein appears to be a very suitable candidate."

A sad note must be injected at this point. Shortly after the Executive Board of the Literary College approved your appointment, Wally suffered a devastating heart attack, and it fell to my lot to inform you of the decision in September 1967 and to negotiate the final details. In your letter of acceptance, dated December 17, 1967, you closed with the following words: ". . . I am looking forward to my association with the Department of Library Sci-

ence and with The University of Michigan. I hope the association will be a long, happy, and mutually rewarding one."

Shortly after this, when I told a mutual friend in Canada of our success in bringing you to Michigan, he observed that my and your definition of the word "long" might differ. "She is very bright, you know, and works very hard, but after achieving her goals in a position, she is then inclined to become restless; you'll be lucky to keep her more than three years."

So, Rose, as I look back upon my dozen years in administration, I can say that, with the help of a fair number of friends and colleagues, I have succeeded where all your earlier employers failed—you have remained at Michigan four times as long as was predicted.

During the twelve years that we have served the University together, we have shared good times and bad times, we have experienced success and disappointment. Always constructive in your every effort, your wise counsel has frequently made my administrative decisions easier and better. When I have succeeded, you have complimented; when I have failed, you have provided support and understanding. We have had our disagreements, you and I, but you have always maintained a sense of humor, and your ready smile has more than once made things right again.

Our program will always bear the stamp of your excellence. Your Michigan presence has brought distinction to both the University and the Library School. It has been a matter of pride for all of us to call ourselves your colleagues. On many occasions during the past dozen years your representation of the School in University-wide committees has stood us in good stead. The respect and admiration that you have personally gained in the eyes of colleagues throughout the University have brought honor and credit to our program.

During your dozen years at Michigan, you have taught some 766 students, and you have chaired eight doctoral dissertation committees. Never once in these 12 years has a student complained that you have required too little work nor that you have graded too high. Nor has any doctoral student ever questioned whether you had really read each chapter of his or her dissertation. In fact, it is my understanding that in some circles you have acquired the nickname "the Velvet Fist." But you have received on many occasions what I consider to be the highest compliment that can be given to a teacher, a personal letter of gratitude written after graduation from on the job in appreciation of what was learned in your class. Successful is the teacher for whom appreciation by former students grows with the passage of time.

During the faculty dinner in your honor in April, you received from each of us a gift whose purpose was to bring laughter—a fishing rod, a permanent pass signed by Don Canham to all future U-M football games, a copy of *Elsie Dinsmore,* a first aid kit to last you until Medicare, a game of tiddlywinks—the laughter that we shared that evening covered only superficially the sorrow that we felt with your pending departure.

While it is difficult for us to imagine the future of our program without your faculty presence, we shall continue to profit from your distinguished service of the past.

You asked one favor of me when you learned we were considering how we might best demonstrate our affection and gratitude to you on the occasion of your retirement. You begged: "Russell, please don't let anyone

organize a 'This Is Your Life' party for me." I promised to abide by your wish, even though it would have been fun to arrange such a program, bringing back a college classmate to recall your tennis playing days, a World War II veteran to remember his use of your army library in Hawaii or Japan, a survivor of the Washington bureaucracy to tell of how you used to cut federal red tape, a graduate of the University of British Columbia who attended the first meeting of your first library science class, and a corporate executive to tell of how you planned the Bloomfield Township Public Library. I would also have been one of the voices, perhaps recalling the first office space that we provided you when you joined the Michigan faculty—you shared it with three others as I recall.

While I have had fun imagining such a program, I have kept my promise not to embarrass you in this manner, but I have plotted something else.

As you may have heard, although I am sure you do not know from personal experience, there is a guilty pleasure to be found in reading other people's mail. I have had the easy opportunity to enjoy such guilty pleasure this spring. Some six-score letters addressed to you (and what beautiful letters they are!) have been intercepted by me in order that they might be presented to you tonight in a very special format. This volume is entitled, "So Well Remembered, Letters to Rose Vainstein, 1980."

Some Tributes to Rose Vainstein

As noted above, a volume of letters of appreciation was presented to Professor Vainstein at the close of the Institute banquet in her honor. While it is not possible to quote from all of these letters here, we have selected a few sentences as representative of the many tributes paid to her.

"'. . .It can certainly be said that your intellectual leadership, persistence, imaginativeness, and labor did bring about a significant and permanent change in the ways in which these standards were considered. For the first time, public librarians were encouraged to think creatively and specifically about goals and objectives: about what public libraries were supposed to be and do."

Meredith Bloss
Public Library Consultant
Short Beach, Connecticut, and
former colleague on the PLA Goals,
Guidelines, and Standards Committee

". . .To the ALA staff, the fact that Rose Vainstein was undertaking another major assignment was always gratifying news."

Ruth Warncke
Former Deputy Director
American Library Association

". . . I would like to pay tribute to you as a magnificent role model for that small but growing group of women faculty throughout The University who have seen in you an example of a brilliant and dedicated tenured full professor. You have brought distinction to The University and honor to all women, and women faculty particularly. By your example, as well as your warm and encouraging contacts, you have inspired many younger women to persevere at this institution. By your involvement in the affairs of The University outside your own School, you have been effective in molding University policy, to accommodate those goals of equality which your life represents. By your discrete, piercing questions, at appropriate times, at appropriate meetings, you have consistently called attention to, and demanded action on, the unique needs of women faculty and students on this campus."

Virginia B. Nordby
Executive Assistant to the President
The University of Michigan

". . . We all know, and we comment up it frequently, how demanding you are of us. We also know, although we do not comment upon it often enough, how much you care—about librarianship, about the School, and about us. Thank you for caring. It has not made things easier, but it has made them better."

Margaret T. Taylor
Doctoral Student
The University of Michigan

". . . I feel very lucky to have had my life touched by you, Professor Vainstein. You taught me what librarianship is all about. You continue to be an inspiration to me, and I will always credit a good deal of my success in the field of librarianship to the techniques I learned from you in a public library services class which I took from you several years ago. You have always expected a lot from your students and you taught me to be a hard worker. You showed me the necessity for doing careful and thorough research in library programming and planning so that the results are more often (predictably) successful. You also encouraged creativity, and you were the first to spark me to be creative in my approach to library science."

Barbara L. Shumer
Branch Librarian
Durham County (NC) Public Library

". . . Your crucial role in developments which will culminate this spring with ALA's publication of *A Planning Process for Public Libraries* is also something I am very aware of. This new approach to planning public library services will be very important in the next few years. The public library community owes much to you for starting the movement in the right direction."

Mary Jo Lynch
Director, Office for Research
American Library Association

". . . No one could have served as a better role model for me than you have. I've admired your wide interest and knowledge in all areas of library service. The reading lists you developed for your courses have encouraged me to read the works of many writers I had not previously encountered and probably never would have discovered on my own. I'm sure that you have served as a mentor to hundreds of other students, just as you have to me."

Christine Hage
Director
Shelby Township Library
Utica, Michigan

". . . I have always considered you as one of the most constructive, creative, and demanding public librarians I have ever associated with either as a colleague or as a consultant. You demand the best efforts that one could give and your demands result in performance which one could usually view with pride and satisfaction afterwards. Whether our relationship was concerned with PLA Standards (going as far back as the 1960s), library building planning, problems of neighboring and not merging libraries, or even staff development and training, I always found your comments and contributions to be provocative, interesting, informative and constructive."

Robert H. Rohlf
Director, Hennepin County Library
Edina, Minnesota

Biographical Sketch of Rose Vainstein

Following a highly successful career in the public library field, Professor Vainstein joined the School of Library Science faculty at The University of Michigan in the fall of 1968. From 1964 until her appointment at U-M, she had been director of the Bloomfield Township (Michigan) Public Library where, as the Township Library's first administrator, she not only initiated that community's public library service program, but successfully planned the Township's building bond issue and the handsome 36,000 sq. foot facility which was dedicated shortly after her arrival in Ann Arbor.

Professor Vainstein has held a variety of positions, including that of Public Library Specialist for the U.S. Office of Education, Head of the Extension Department of the Gary Public and Lake County (Indiana) Library System, Public Library Consultant for the California State Library, and Armed Forces Librarian in the United States, Hawaii, and Japan. Prior to coming to Michigan, Professor Vainstein was a member of the founding faculty of the School of Librarianship, University of British Columbia in Vancouver, and also director of the Public Libraries Research Study for the province. The latter position culminated in a 1966 government report titled "Public Libraries in British Columbia, A Survey with Recommendations."

A frequent contributor to professional literature, Rose Vainstein has written mainly in the public library field, with special emphasis on adult services, community analysis, and public library standards. A recent contribution is titled "The Trustee and Public Library Standards" which appeared as a chapter in the third edition of Virginia Young's *The Library Trustee, A Practical Guidebook.*

Active in professional association work, Professor Vainstein has served on a variety of committees of the American Library Association, notably as a member of ALA's Council, as board member of the Library Education Division and the Association of State Library Agencies, and as chair of ALA's Nominating Committee. Her extensive and pioneer work with the public Library Association's Goals, Guidelines, and Standards Committee, from 1968–1975, has been recognized in PLA's recently published *A Planning Process for Public Libraries.* Other library organizations in which Rose Vainstein has held office include Beta Phi Mu and the Michigan Library Association.

In addition, she has been active in such University-wide groups as the Women's Research Club, the Academic Women's Caucus, the Committee on the Economic Status of the Faculty, and the Program Evaluation Committee.

A native of Edmonton, Alberta, Professor Vainstein holds three degrees: B.A. from Miami University (Oxford, Ohio), B.L.S. from Western Reserve University, and M.S. from the University of Illinois. In 1952–1953, she was a research scholar under the Fulbright Award program, attached to the [British] Library Association in London. During the 1974–1975 academic year, under a fellowship from the Council on Library Resources, she visited and studied five exemplary public library systems. A member of Phi Beta Kappa and recipient of the Women's Research Club 75th anniversary award for her scholarly and research activities, Professor Vainstein is listed in *Who's Who in America, Who's Who in the Midwest, Who's Who in American Women,* and *Who's Who in World Jewry.*

Introducing Regent Sarah Goddard Power

It is always a privilege and an honor for a dean to introduce a Regent from one's own university. I am especially honored on this occasion to be privileged to introduce someone who is not only among our most distinguished Regents of The University of Michigan, but who is also a person of national prominence as well. After serving in a number of major roles with the United Nations, UNESCO, the National Endowment for the Humanities, and the Democratic Party, Sarah Goddard Power has just been named by President Carter to the post of Deputy Assistant Secretary of State for Human Rights and Social Affairs.

Elected to The University of Michigan's Board of Regents in 1974, Regent Power, a graduate of Vassar College, has given unsparingly of her energy and talent to the promotion of our University. Her concern is that excellence be achieved at all levels, that wrongs be righted, that equal opportunity be shared by all within this great institution, and that our story be told with vigor and conviction at both the state and national level. She serves as a splendid U-M ambassador of good will. One of her first observations upon learning of her appointment by the President was, "I can be another factor in stating the case of the University in Washington."

It is a high personal honor for me to introduce Regent Sarah Goddard Power.

Tribute

by
Sarah Goddard Power, University of Michigan Regent

Many people would say that twelve years is a long time to be anywhere. But Rose Vainstein, The University of Michigan's first Margaret Mann Professor of Library Science whom we honor today on the occasion of her retirement, has brought about during those twelve years here, significant permanent change in the field of library science through her intellectual leadership, persistence, and imaginative labor.

The Margaret Mann Professorship was created in 1974 by the Regents of The University of Michigan as the first named professorship in the School of Library Science. It honors the late Margaret Mann who accepted one of the three full-time teaching posts when the Library School was established in 1926. As Russell Bidlack, Dean of the School of Library Science noted in 1974, when the professorship was named "...(this appointment) serves not only to honor a highly respected library educator of the past but to recognize the professional achievements and academic leadership of a senior member of the Michigan faculty. Professor Vainstein will hold this title throughout her tenure at the University."

As a person whose main association with libraries is as a lover and borrower of books, I appreciate tremendously one role of the librarian in society, which is to bring thousands of people from history to meet those in the present.

Much of Rose Vainstein's professional career has been made in the public library field, and has been dedicated to enhancing the library as a tool in the continuing process of lifelong learning. And there are many communities stretching halfway across the globe that have been touched by Rose Vainstein's caring as a positive and innovative force in library work. She has worked in public libraries in Ohio, New York, California, and in the Armed Forces in Hawaii and Japan; in scholarly research in England and Scotland; as a public library specialist in the Office of Education of the Department of Health, Education, and Welfare; Rose was associate professor at the University of British Columbia and then Director of the Bloomfield Township Public Library, before becoming Professor of Library Science at The University of Michigan in 1968.

Rose Vainstein has left an impact here well beyond library science. She has been active with the University of Michigan's Economic Status of the Faculty Committee; co-chair of the Academic Women's Caucus; officer of the Women's Research Club; and recipient of that Club's special 75th Anniversary Award for contributions to scholarship and research.

The development of standards for public libraries has been mentioned as a major professional contribution of Rose Vainstein, her work as Chair of the Goals, Guidelines, and Standards Committee of the Public Library Association in which capacity she was instrumental in developing new concepts of public library guidelines is being implemented in the library field today.

In the life of every student there is a professor who stands out as having taught them far more, and whose words and methods have remained with them, and molded them, and been adopted by them as a model. Such a professor is Rose Vainstein. While at The University of Michigan she has taught, influenced, and guided the minds of many master's and doctoral students who are now serving libraries in various positions and places. Rose Vainstein leaves a legacy of commitment to excellence with former students, many of whom are now colleagues from Rhode Island to California, from Puerto Rico to Japan. From these diverse backgrounds there stand out common themes about Professor Vainstein's teaching style—her dedication to excellence, demanding the same from her students, respect for the necessity of research, the importance of setting a goal, and the underlying requisite for discipline. One thing is agreed upon—Rose Vainstein rarely made a student's work easier, but she always made it better.

But those who know Rose Vainstein best say that she will probably never really retire. Rose herself is unclear about what is ahead. But whatever the years ahead bring, there is one thing that is held unanimously—Rose Vainstein will bring to her retirement as much gusto as she ever brought to her career in the field of library science.

Rose: on behalf of my colleagues on the Board of Regents, Thank You—and good luck.

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An Historic Perspective on Adult Services in American Public Libraries

by

Rose Vainstein, Margaret Mann Professor of Library Science

Although the term "adult services" is a comparatively recent phenomenon, its evolutionary history stems from the nineteenth century beginnings of the American public library, notably that of the Boston Public Library. While the twin initial emphases were on establishing an appropriate structure for library service and on collection development, a prevailing New England theme was the potential role of the public library in providing a means for continuing the education of people beyond the then traditional system of public instruction. In fact, it was George Ticknor, a Harvard University Professor whose name is closely associated with Boston's first board of library trustees, who suggested in 1851 that the public library would become "the crowning glory of the city's public schools." In retrospect, given prevailing social, economic and cultural forces, it is no surprise that the public library was seen by its founders as a nineteenth century equivalent of today's equal educational opportunity concept.

In its early form, the public library was substantively an institution serving adults. By the early twentieth century, children's services, and later young adult services, rounded out the original concept, making the American public library generally available to all, regardless of age. The evolving emphasis in those early years, however, was on the reference function, ably described by Samuel Rothstein in his ALA/ACRL publication titled *The Development of Reference Services through Academic Traditions, Public Library Practice and Special Librarianship.* By the beginning of the twentieth century, reference work was being separated from other library services, especially in the larger metropolitan public libraries. But the concept of total public access to the collection, so readily accepted today, was not part of the early mainstream, whether in academic or public libraries. In the latter quarter of the nineteenth century, reliance was placed on indexes, catalogs, and book lists. It was generally assumed that subject catalogs were the user's most important tool, and if effective, they made staff service unnecessary. Gradually, the concept of personal assistance to public library users was introduced, although initially more as a way of creating a favorable and cordial climate for the improved financial support of libraries than as a service important in its own right. The public libraries of Worcester and Boston were in the forefront of this new and, at the time, somewhat controversial direction. Academic librarians such as Melvil Dewey began to espouse assistance to readers as a proper educational function, not a peripheral one, of libraries. By 1896, reference work was a frequent topic for program discussion at conferences of the American Library Association. After about 1900, reference service was generally available in most public

libraries, not only at the central or main facility, but in branches as well. In the case of branch libraries, this assistance was at a more elementary level, given their smaller book collections and staff resources. By the early 1900s, a not uncommon organization division was that of References Services, Children's Services, and Circulation Services. It was into the latter, Circulation Services, that all other aspects of work with the public were combined.

Typically, reference services incorporated three major elements in providing assistance to library users. Included were instruction in the use of books and libraries, guidance in the choice of books and getting information out of books. Today's diverse and sophisticated components of adult services stem particularly from this early tri-partite division, although other public services can be associated, quite understandably, with Circulation Services. For it was at the Circulation Desk that patrons not only returned their books, but received initial orientation to the library and made their first reference or locational queries.

Since those early days, public librarians have continued to devise alternative public service organizational arrangements in order to meet the changing needs of patrons, to take advantage of appropriate technology, and to respond to new societal goals and priorities. It seems, at least to this writer, that it is in the broad area of services to adults that the public library has been especially responsive and innovative. The service changes in this century have been extensive, experimental, perhaps at times impractical, inappropriate, even uncertain. But a historical review of adult services in their totality shows an amazing vibrancy and resiliency of which the library profession can well be proud. This Institute has attempted to focus on some of the major current components of public library service to adults so as to encompass the whole and the significance of this relatively new service. Not only it is refreshing to do so, but it is equally salutary, in these uncertain times, to highlight a few of the public library's major achievements during the twentieth century. History can serve as a cheerful reminder of past progress, it can provide us with a sense of continuity, and finally, it can give us some appreciation of the resourcefulness and adaptiveness of adult services librarians. In addition, such an overview serves as a reminder of the significant role of the American Library Association in the development of services to adults.

This paper emphasizes several themes in an attempt to show the early antecedents of adult services in public libraries. Included is a review of these particular aspects: "Reference and Information Services," "Adult Education, Library Extension and Community Outreach," and finally "Programming Concepts and Public Relations."

Reference and Information Services

Although overlooked and forgotten today, public libraries were early pioneers in the overall development of reference service, or, as it was then more frequently called, information reference service. Typical components of this development, especially in metropolitan areas, were: extended hours of service to include evenings and Sundays; expansion, intensification, and specialization of reference services and staff; initiation of assistance by mail and telephone; extension of reference service outlets to library branches; and the initial differentiation of main library reference work as a

more scholarly activity than that of the branches.

A popular formula of the time was one espoused by John Cotton Dana, the renowned and forceful librarian first at the Denver Public Library, and later of Newark. Dana stated that the primary responsibility of the reference staff in a public library was not to answer specific questions. Rather, he felt, it was their duty to instruct patrons in the use of library materials so that they could find their own answers and perhaps in that way, over time, be trained to help themselves. Active efforts of reference staff seemed to be directed toward the preparation of indexes, bibliographies, guides, and other aids—especially since at that time printed sources were not readily available.

Not to be overlooked, despite the emphasis on instruction and guidance, was the role of the library in the direct provision of information, what we term "ready reference" today. There were factual questions, easily answered by factual data rather than by any reference to potential sources. Soon the need was seen for specialized subject reference work in public libraries, as differentiated from general reference. Perhaps the contemporary models of academia and the Library of Congress were influential. By 1900, for example, the Providence Public Library had organized its Industrial Library. Other special areas which can be identified as part of this trend include the creation of a Fine and Industrial Arts collection, notably in Boston; and by 1913, the Cleveland Public Library had organized its central library into nine subject departments, each attempting to provide collection coverage and service in its particular area. At the same time, a General Reference Department was usually maintained. In part, this departmental and subject approach was a question of scale and size. For the larger the library's collection, and the larger the physical facility, the more justified librarians felt in their organizational solution to the provision of reference and subject information service.

Understandably, the scope and nature of reference service has changed over time. However, the three components identified by Rothstein still have validity today, their proportions or emphases in particular libraries varying perhaps: (1) instruction in the use of books and libraries; (2) guidance in the choice of books; and (3) information service, or getting information out of books. In the early 1950s, when Rothstein's study was undertaken, the emphasis in any discussion of reference work was on the "book," although it was not meant to exclude other print sources such as newspapers, documents, or periodicals. The same three components would hold today, but with a broader interpretation of sources of information, to include all types of media.

Bibliographic instruction is today's nomenclature for Rothstein's instruction in the use of books and libraries. For some reason not clear to this writer, it has become more the province of academic rather than public library concern, even to the point of a Bibliographic Instruction Section (BIS) within the Association of College and Research Libraries of ALA. Public libraries are more likely to think in terms of orientation to the use of the library in an informal rather than formal setting, and as part of either an introduction to the library upon registration, or as mini-guides whenever appropriate within the overall reference and information context. ALA now has a Library Instruction Round Table, another indication of the importance of this service to all types of libraries.

Rothstein's guidance in the choice of books, or what public libraries used to call readers advisory services, has gone through several developmental phases and will be discussed later in this paper, in the section on "Adult Education, Library Extension and Community Outreach."

It is in the third component, the getting of information out of books, that the public library's response has been the greatest, demonstrating diversity and creativity. As now practiced, particularly in the more progressive public libraries of this country, reference work may consist of such elements as general reference, subject reference, information and referral service, machine-assisted reference service which incorporates the many new data bases, and community information service. In the growing world of multi-level networks and cooperatives, reference librarians have expanded inter-library loan far beyond the reaches of simple interlibrary loan. Technology, the proliferation of information itself, our difficulties with its effective management, and financial constraints have all combined to make the provision of quality reference service more complex than just "getting information out of books." Critical to service quality are such elements as the initial and continuing education, training, and competence of the reference staff, as well as the collection's size and scope.

In any overview of the reference and information function of public libraries, it is important to remember that basically reference work is part of a library's service to adults. The fact that the American Library Association chose, in 1972, to combine the previously separate Reference Services Division (RSD) and the Adult Services Division (ASD) into the present Reference and Adult Services Division (RASD) is one indication of the symbiotic relationship in the mission of these two divisions. Now however, some public librarians feel that perhaps the merger has not resulted in a true partnership of co-equals. Instead, they contend, RASD's reference component has expanded at the expense of a holistic view of adult services.

Adult Education, Library Extension, and Community Outreach

Although not separately identified until the 1940s, the underlying philosophy of adult services was usually subsumed in the library extension/outreach movement of the early 1900s. Later, it become closely allied with the national adult education movement of the 1920s, 1930s, and beyond. Because of its social and cultural beginnings, the American public library was concerned with how best to introduce and extend the library's services and resources. Lectures, displays and exhibits, book talks, English classes for foreign-born, work with women's clubs, public forums, and library-sponsored discussion groups—all these became potential ways of continuing the education of a community's adult population through the public library. Library literature is rich with its many references to the cooperative adult education efforts of the Carnegie Corporation, the Ford Foundation and the American Library Association, starting around the time of World War I, and continuing on today. Whether as solo sponsor, coordinator or co-sponsor, public libraries became involved in a variety of programs for adults. One of the early programs of the 1920s was ALA's "Reading with a Purpose" and with it began the Association's continuing concern for appropriate easy reading materials for adults. Those precursors are now evidenced through ALA's work in connection with literacy education, adult basic education (ABE), and alternative education programs, all important in

the mission to the Public Library Association as well as the Reference and Adult Services Division of ALA.

Looking at the titles of selected ALA books and reports makes it possible to recognize the continuity, diversity, and depth of the adult education concern of our nation's public libraries. To mention only a few: in 1926, *Libraries and Adult Education*, Report of a Study Made by the American Library Association; in 1937 *The Library in the TVA Adult Education Program*, by ALA's Adult Education Specialist, John Chancellor; in 1939, *Helping Adults to Learn, the Library in Action*, edited by John Chancellor; in 1954, *Adult Education Activities in Public Libraries*, by Helen Lyman Smith; in 1960, *The Library-Community Project of the American Library Association, Report for 1955–1960*, by Ruth Warncke; and, in 1976, *Reading and the Adult New Reader* by Helen Huguenor Lyman. Further references to both past and the present publications can be found in the extensive bibliography in Appendix 1 of this report. A useful overview can be found in Robert Lee's *Continuing Education for Adults through the American Public Library, 1833–1964*, and in Margaret Monroe's excellent article on "Adult Services" in the 1980 *ALA World Encyclopedia of Library and Information Services*.

The term adult services, at least as we have used it in this Institute, has been a comprehensive one, meant to encompass all aspects of public library work with adults. Historically, however, adult services have also been less inclusive, since the reference function was frequently thought to be quite separate and distinct. The generally accepted focus of adult services, particularly in the 1950s and 1960s, has been on the educational role of the public library. As we have moved into the 1970s and 1980s, the educational role has been maintained but with different emphasis in an attempt to be responsive to societal needs. Roger Greer's chart on the "Social Functions of Libraries" is apropos here, especially his levels of service. Librarians, Greer notes, must be assertive (rather than passive or reactive) in planning and maintaining their library functions, making certain that service choices and priorities are appropriate to the particular community's needs and resources. Allied with this concept is the importance of community study and analysis, the process which guides each public library system in deciding its particular and unique set of goals and priorities, with appropriate diversity by careful design.

In their adult education phase, public libraries and ALA responded to the library's educational/cultural mission, promoting the public library as a supplement and complement to formal education. This incorporated the fostering of individual self development, work with special publics and identifying the public library as part of the community's informal learning network. The specially trained adult services staff, the library's resources, its particular programs and services were all meant to facilitate ways in which public libraries could assist and collaborate in meeting the needs of adults. In essence, emphasis was on outreach, although each decade determined which particular adults. For example, in the 1960s, early 1970s, the stress was on ethnic minorities and the handicapped. However, as the reference and information function became preeminent, beginning particularly in the 1970s, the adult educational role began to receive less federal funding and therefore less planning and service attention. Consonant with the ideas of a post-industrial and information society, primary emphasis again is placed on reference and the information needs of an increasingly technological

civilization. Undoubtedly the advancement of computers and sophisticated communication devices has made this possible, credible and even essential. While not negating the importance of reference, within the context of meeting adult needs, reference work becomes subsumed as only one of many ways to extend the role of the public library, to reach out to a community's adult population. When viewed this way, reference services become part of the larger mosaic of adult services, neither parallel to, lesser, or greater than. Perhaps, in today's language, adult services should be considered a holistic and integrated concept.

Programming Concepts and Public Relations

Margaret Monroe adds a fourth major function to Rothstein's triad of reference/information, guidance, and instruction—that of stimulator, arousing the public's awareness to the diversity and totality of public library services. For discussion purposes, I have placed the stimulation function here, with library programming and public relations, although it actually belongs in all service areas to which I have referred. Allied with Monroe's stimulation function is Greer's levels of service concept, mentioned earlier. Both emphasize the critical importance of developing an assertive stance. For unless the administration, as well as the entire public library staff is committed to an active (*vs.* passive or reactive) philosophy of service, the community will never appreciate just how appropriate and useful the library's program and resources really can be. Thresher proposes the same philosophy in her continuum approach, from passive to active, clarified in her Figure 1 on the librarian/helper role.

As Arthur Curley notes, the stimulation function is not new for public librarians, although perspective and emphases may be. Certainly library exhibits, displays, book lists, special programs, and other similar marketing devices have been used to alert the public to the potential relevance of the library and to provide necessary visibility. What *is* different is the concept that stimulation is central and not peripheral to a public library. Unless the various special publics and interest groups are made aware of the infinite and practical ways in which libraries can help meet their cultural, recreational, informational, and reference needs, those groups (and the countless individuals they represent) will fail to consider the public library a likely agency to which to turn.

Perhaps part of the difficulty lies in the negative American association of public relations with Madison Avenue and gimmickry. Any careful student of public relations understands the critical importance of obtaining and maintaining community interest, understanding, and support of whatever its particular mission and purpose. And public libraries are no different from business enterprises, social service agencies, or government bodies. The fact that libraries are not profit-centered does not excuse or exempt them from the most effective and efficient utilization of all of their resources. Public relations, simply put, is the means whereby program and mission are communicated, both internally (within the library) and externally (within the community itself); public relations is neither an end unto itself, nor something to do when there is staff time. Perhaps the following diagram can clarify both the intent and content of the formula:[1]

QUALITY PUBLIC RELATIONS	=	Determining Public Needs (Community Analysis)	+ Courteous, Effective Services	+ Stimulating and Informing the Community (Publicity)

ORGANIZATIONAL COMMITMENT TO SERVICE
(Based on Each Library's Goals, Objectives, and Priorities)

For public libraries, the critical dimension may well be not what they have (by way of collection, resources, and staff), but by what they do in actively transforming collection, resources, and staff into effective and relevant (to each particular community) programs of service. None of this is or should be static. For not only do communities differ across our country, but communities differ from themselves, over time, and change in keeping with our changing pluralistic society.

Concluding Remarks

While this paper was not delivered at the May 16 Institute, its contents seem useful for the proceedings as now published. The Public Library Association has been working toward a new (for the 1980s) planning process and improved concepts of how best to assess public library service effectiveness. While the components seem new, or at least different from past PLA processes and emphases, they build on on-going public library research, practices, standards, recommendations, and emerging trends. Consistent throughout has been the philosophic concept of "diversity by design," making each public library system's program appropriate to the times and to a community's unique needs and priorities. We are a pluralistic society, one in which we need to recognize our diversities as well as our commonalities. We can learn to nurture and implement greater service effectiveness only by looking critically at the totality of public library services, within the larger context of type-of-library partnerships, before we can devise how best to serve the adults of our particular communities. With a holistic and synergistic approach, the whole can indeed be larger and better than the sum of the individual or separate parts.

Reference

1. Adapted from: Wheeler, Joseph L. and Herbert Goldhor, *Practical Administration of Public Libraries*, New York, Harper & Row, 1962, p. 144.

Institute Program Schedule

9:30 a.m.	Registration and Coffee (Second Floor Concourse)
10:00–10:15 a.m.	Welcome and Introductions *Speaker:* Dean Russell E. Bidlack, School of Library Science
10:15–11:30 a.m.	*SESSION 1:* The Public Library Setting—Community Profiles and What the 80s and 90s Will Bring (Vandenberg Room) *Speaker:* DR. ROGER C. GREER Question and Answer Period: Dr. Greer
Noon–1:15 p.m.	Luncheon (League Ballroom) Host: Dean Bidlack Ave atque vale: Sarah Goddard Power, University of Michigan Regent
1:30–3:00 p.m.	*SESSION 2:* The NOW Scene—Diversity in Adult Services and Programming (Vandenberg Room) *Convener:* Bernice MacDonald The Nature and Focus of Today's Adult Services *Speaker:* BERNICE MacDONALD Adult Learning Through Public Libraries *Speaker:* JACQUELYN THRESHER Info-to-Go: Traditional and Newer Forms of Information Services *Speaker:* CAROLYN ANTHONY The Broad Range of Programming for Adults *Speaker:* ARTHUR CURLEY Question and Answer Period: Bernice MacDonald, *Moderator*
3:00–3:30 p.m.	Coffee Break (Corridor outside Vandenberg Room)
3:30–5:00 p.m.	*SESSION 2* (continued): Group Discussions *Group A*—The Nature and Focus of Today's Adult Services (Vandenberg Room) *Discussion Leader:* BERNICE MacDONALD *Recorder:* SUZANNE DAVIS SUTTON *Group B*—Adult Learning Through Public Libraries (Michigan Room) *Discussion Leader:* JACQUELYN THRESHER *Recorder:* BARBARA L. SHUMER *Group C*—Info-to-Go: Traditional & Newer Forms of Information Services (Kalamazoo Room) *Discussion Leader:* CAROLYN ANTHONY *Recorder:* DOUGLAS A. ZYSKOWSKI

Group D—The Broad Range of Programming for Adults (Hussey Room)
Discussion Leader: ARTHUR CURLEY
Recorder: ELIZABETH PARKER

5:30–6:30 p.m. Cash Bar and Social Hour (Second Floor Concourse)

6:30–9:00 p.m. *SESSION 3:* Banquet, Speaker, and Special Closing Session (League Ballroom)

(6:30 p.m.) Banquet

(7:30 p.m.) The Future Scene—Opportunities and New Directions for Adult Services in the American Public Library
Speaker: DR. MARGARET E. MONROE

(8:30 p.m.) Special Closing Session, Honoring ROSE VAINSTEIN, Margaret Mann Professor of Library Science, on her retirement from The University of Michigan School of Library Science

Host for the School's "Au Revoirs"
RUSSELL E. BIDLACK, Dean, The University of Michigan School of Library Science

On her contributions to the American Library Association
Mary Jo Lynch
Director, Office for Research
American Library Association
Former Associate Executive Secretary
Public Library Association

On her role as a library educator
RUSSELL E. BIDLACK

Session 1

The Public Library Setting – Community Profiles and What the Eighties and Nineties Will Bring

The Public Library Setting—Community Profiles and What the 80s and 90s Will Bring

by
Dr. Roger C. Greer, Dean, School of Library Science, University of Southern California and Director, Community Analysis Research Institute

When I was asked to present this paper, it was characterized as a talk on community trends in the eighties and nineties. The final title, "The Public Library Setting—Community Profiles and What the Eighties and Nineties Will Bring" is broad enough to allow me to discuss several trends in libraries and their communities that are of interest to me.

First, I want to talk in a general way about change in communities. Secondly, I will discuss my concept of the role of the public library in the community; and third, I plan to discuss specific trends that will affect public libraries in the eighties and nineties. Finally, since most of what I will say will lead to the conclusion that a community analysis is fundamental for any kind of library planning for the eighties and nineties, I will conclude by presenting our latest definition of community analysis.

In our community analysis work we have observed three types of change that tend to influence the direction of community life and development. The first is change by disaster. It is frequently cataclysmic and pervasive. It is unforeseen, unplanned, unpredictable and results in drastic and dramatic changes in the development of the community. This type of change includes floods, tornados, earthquakes, and fires. Frequently, they affect a sharp turn in the course of community life. In the more than 400 communities with which we have been involved in our community analysis work, we have found this type of change to be surprisingly frequent. In many communities, time is measured in terms of before or after this type of change. "Before the flash flood, or tornado," or "since the earthquake" are common descriptions of community development. Since there is no long term trend preceding these unplanned natural events, they will not be discussed further in this paper except to suggest that when profiling a community it is important to assess their impact on the life style of the people.

There is another type of change which can also be dramatic and pervasive. Let us call it change by decision. The affected residents may or may not be aware of a pending decision which will profoundly affect their community. I refer here to individual and corporate decisions to develop property for business, manufacturing, or residential purposes. Rarely does this type of change occur as a part of a trend. More often, it is the origination point from which a trend will begin to pervade a community's social, economic and cultural life. As with natural disasters, the origin of this type of change appears to be sudden. However, unlike the natural disaster, this

type of change can be anticipated by keeping a close ear to the political and economic decision centers in the community.

The main change in our society is characterized by the term *trend*. It exists everywhere and is constant and pervasive, but frequently imperceptible to the casual observer. Identifying the nature and direction of a trend is comparable to watching a ship change its course in the middle of the ocean on a cloudy day. The only way the observer can note a change of course is by looking backward at the wake. The change is gradual and the obvious reference points are few in number. Nevertheless, as with a ship's wake, an examination of the present, the recent past and a point in earlier time will often reveal the direction and nature of some community changes. A complete and thorough examination of a multitude of related variables may indicate the rate of change, but it is always difficult to determine the point of the present when analyzing a trend. A good example of the latter was recently evident in the comments of expert economists who could not decide whether we were just entering or were well into a recession.

Since, "The Public Library Setting—Community Profiles and What the 80s and 90s Will Bring" is my topic, I want to discuss my concept of the public library of the eighties and nineties. I shall begin by returning to those social functions which we all heard about, one way or another, during our introductory library school courses. I say "heard about" them because that's about as far as it went in most curricular patterns. It seems to me that we have used this rhetoric generously, but rarely developed conceptually its influence on the design of library systems and services to achieve specific objectives in each of the categories. I have attempted to do this initially with the following matrix.

Figure 1: Social Functions of Libraries

Functions	Levels of Service		
	Passive	Reactive	Assertive
Archival			
Educational			
Cultural			
Recreational			
Informational			
Research			

These functions have evolved historically. The archival function has been the responsibility of libraries for over 5,000 years. It is the functions we do best, and indeed, do most. This functions includes the identification, selection, acquisition, organization, storage, and retrieval of material to provide

access to our societal records. Because these activities are essentially material and facilities based, they are passive. A measure of the extent of a library's commitment to the archival function is whether the staff is as busy when the library doors are closed as they are when they are open. While this function is essential from a broad societal perspective, it is not an essential function for every public library in every neighborhood or community. Since the archival function has as its purpose the acquisition, organization, and storage of material for public access, the focus is on what's available and how much we can acquire. The success of this function is measured by how many items have been acquired and added to the collection or data base. The realization of the objectives of this function is not contingent upon a process of needs assessment of the client population.

Most of the courses in our library schools, including management and the technologies associated with organizing, storing, and retrieving material, relate to various aspects of the archival function. As long as this perspective remains as the primary thrust of the Masters curriculum, I believe this function will persist as the primary mode of service for all types of libraries whether appropriate or not.

The recent California experience with Proposition 13 leads to a hypothesis that many community public libraries which continue to focus on the archival function as their primary activity will wither and eventually disappear. They will be replaced, of course, with something more dynamic and more relevant to the day to day information needs of a community population.

Although the archival function must concentrate on the identification and subsequent collection of the records of society as its starting point, the opposite is true with respect to the educational, recreational, cultural, and informational functions. Serving a population with these functions must start with an assessment of the needs and interests of the people. Once these needs and interests are identified, relevant materials must be identified, acquired, organized, and delivered by means of a system specifically designed to reach particular people at particular times and places to satisfy a particular need. This may require a system of organization, storage, and retrieval considerably different from that used for the archival function. For example, the reserve book collection or room of the academic library is designed specifically to serve the educational function. Material is selected, organized, stored, and accessed through a system entirely different from the main collection.

We have been serving these people-based functions intuitively and more or less successfully for the past century. However, usually these services are in addition to or a coincidental byproduct of the archival function rather than in place of it or of equal importance to it. I believe the public library of the eighties and nineties must move vigorously and directly toward these other functions to achieve its goal of serving the information needs of the community residents.

I omitted the research function in that last statement because I have only recently added it to the list. We have discovered that when the library staff has completed a community analysis and prepared a report, this report is the most authoritative source of information about the community. Similarly, the authors become the recognized experts on the community. During the process, the staff assembles and organizes a considerable amount of

data about the community. Once assembled, it must be maintained, expanded, and updated. Consequently, the library develops a data base of community information which can and should become the raw material for the planning commissions, zoning boards, political decision makers, business and financial interests, and other community agencies developing long-range plans or making community related decisions. No one else in the community does the complete task. However, it is common for many individuals and groups to be involved in doing bits and pieces of data collection for specific programs. These efforts could be coordinated by the library.

I will address the passive, reactive, and assertive axis of the functions matrix very briefly. The passive system is concerned with bringing material into the library, processing it and getting it on the shelves and placing the cards in the catalog. The reactive system does all of the archival activities but also allocates some resources to assist people in negotiating the system to retrieve the resources appropriate to their articulated needs; for example, assigning an information or reference librarian to the front desk to react purposefully to requests for assistance. While the passive system starts and stops at the loading dock, bookstack and card catalog, the reactive system extends to the front door, and to people seeking library materials.

The assertive system begins outside the library by identifying needs and interests unsatisfied or unserved by other community agencies. The design of the library system is oriented to specifically serve these needs and extends into the community by delivering services at the points where the information needs originate, whenever possible.

Public libraries have been providing services at all of these levels in one form or another for many years. However, I believe that the bulk of our staff resources are allocated to the passive and to a lesser extent the reactive levels of service. However, I doubt that the average taxpayer of the eighties and nineties will continue to support this system with unquestioning acquiescence. Consequently, in my judgment, every library must develop a functions matrix in order to plan which functions will receive which levels of service based on an analysis of the needs of the community to be served and the resources available.

The eighties and nineties will require much more systematic planning for the design and delivery of library services than was necessary in the past. In fact, I believe that in the next two decades we will lose the immunity from public scrutiny that we have enjoyed in the past. This immunity is characteristic of any agency that owes its continued existence to the satisfaction of an emotion of possession. In other words, in my opinion, most people in the community place the library in a category comparable to books we have in the corner of our living rooms. We select them with care, arrange them logically and hope that they will convey the image about ourselves which we would like to project. Needless to say, we rarely read these books. The ones we read are in the bathroom, bedroom, family room or under the coffee table! So it is with the public library for a very high proportion of the adults in an average community. They will point with pride to the library and may even add that is is great for their kids, but they are not users themselves.

The economic realities of everyday life are rapidly forcing most people to question the necessity for many of the possessions acquired as a result of an emotion, a whim, or an assumption of usefulness during more affluent

periods. The second and third cars, the recreational vehicle, the boat, or motorized exerciser—things which provide emotional satisfaction in their possession but don't achieve a functional utility are not basic to our well being during times of diminishing discretionary funds. The next step is to get rid of them.

As with individuals and families, so it may become with municipalities. Agencies which survive these periods demonstrate their importance to the daily dynamics of the community and can provide accountability for their public funding. To do this, libraries must become more assertive and integrated to a far greater degree in the general community life. In other words, libraries must utilize available technology to customize their services to communities, neighborhoods, organizations, agencies, and individuals. They must become public information utilities.

I have discussed types of change and my concept of the public library in the eighties and nineties. Now I want to discuss some specific trends. To speak authoritatively about societal and community trends on the eve of the report on the national decennial nosecount could be risky at best and downright foolhearty at worst. However, I am confident the report itself will be attended by a flood of expert interpretations which will quickly submerge my errors in a sea of verbiage.

However, there is less risk in my comments than is at first apparent. Trends are merely indicators of change in a society, community, or organization. Generally the direction of current or future trends, or changes, is determined by the past.

In other words, our futures are usually chosen at some point in our past. Consequently, the census reports will give significant information about specific communities and demographic variables, but without a comparison with previous data they will tell us little about the future.

Let us first consider community trends that reflect national or even international societal trends. They affect everyone to a greater or lesser degree, they are imperceptible to many but all pervasive. Furthermore, many affect each generation differently because of previous experience or the lack of it.

These are the events, decisions and issues that may appear in the daily headline but more often are discussed on the editorial page. Although several of these issues come to mind to vie for our number one concern, I will arbitrarily discuss a few without prioritizing.

For many of us, these are days when we are involved in planning budgets or receiving contracts or notices of our salary increases for next year. Several years ago we first reacted by calculating how much more money we would receive in our paychecks. In recent years and especially this year, the amount of money we receive is less meaningful than the percentage of increase over last year. If the percent of increase is less than 10 percent or even 13 percent, we will lose buying power. In other words, the increase has not kept pace with inflation and regardless of the amount, we will have less real income than last year. Inflation affects each of us individually and all of us collectively in untold ways. Since this year's inflation rate is higher than at any time in the recent past, it will have a more profound influence on community life. It will affect individual behavior, corporate decision making, and public spending patterns. In short, it will reduce the number of options for action whenever that action involves money—and most action does.

The energy crisis, on the other hand, is due primarily to the formation and collusion of the OPEC nations. While also a major contributor to inflation, gasoline prices and spot shortages are having a profound influence on the life styles of all but the very wealthy. Reduced mobility and the constricted range of essential travel are noticeable everywhere, particularly by the business community. The casual shopping expedition when we had the time and wanted to browse has now become a planned event. The bargain on the other side of town is not longer a bargain because the saving is consumed by our gas tank. Again, the net result is reduced options for action. The necessity of exploring alternatives closer to home as well as alternative means of transportation is a topic for discussion in every home. The public library must make certain it is numbered among the important neighborhood options.

While inflation and energy trends are restrictive in the impact they are having, the influence of the computer and telecommunications point in the other direction. Almost every day we are confronted with new evidence of the pervasiveness of the computer in our lives. It is now commonplace for us to employ this technology in various facets of our library operations. Despite the various bibliographic networks, circulation control systems, or discussions of whether or not to charge for machine readable data-base searching, we have not thought much about using technology beyond the passive, archival, or providing-access level of service.

The pending employment of satellites to transmit local television signals is going to further reduce the size of the world. When communities have access to a range of television programs from half of the world at any one time, it will likely create a diversity of thought and interests as never before. The library with its "windows on the world," to use an old cliche, may achieve a greater relevance in the lives of more people than ever before with its breadth and depth of information.

Similarly, developments in transmitting data through unused portions of the television screen are still in the "what's that?" stage in the consciousness of most people. Given the current rate of technological diffusion, the 90s will find this a commonplace service. Libraries must begin to monitor these developments to accomodate them within their service program for the decade. In this area, the British appear to be well ahead with the British Postal System and Viewdata.

About a decade ago Alvin Toffler called our attention to the current trend toward customizing (*Future Shock*). He made us aware of the trend to establish our public personalities in this age of mass production. He cited cars, homes, hair styles, clothing, and foods as examples. Libraries have remained remarkably aloof from this trend, stoutly defending in some quarters the virtues of not maintaining a registration file. With the present state of technology in computer based circulation systems it is possible to maintain an interest profile of every registered borrower in the community. In this way, we can easily adhere to a policy of never buying a book unless we know the name of someone who wants to read it. Another form of customizing that is being implemented in some libraries is the policy of allowing a borrower to choose a standard loan period. The choice is made at the time of registration and the person selects from among set alternatives. The objective is to enable each person to observe a loan period as compatible as possible with his or her life styles and reading habits. The end result of

these trends will be to raise the registration file to a level of importance equal to the shelf-list.

Among broad national trends, mention should be made of the alarming decline in the gross national product. This is due to the declining rate of productivity of the American economy. A recent article in the United Airline's *Mainliner* magazine (May 1980) by Alan Waldman, quoted by Dr. C. Jackson Grayson, founder of the American Productivity Center in Houston, "Unless the whole country pays attention to greater productivity in the 1980s we simply won't survive. That's the only way we're going to get inflation down." This started me thinking of a possible research project about library productivity. I would hypothesize that library productivity has remained about the same since 1950 while the costs per unit of service have risen tenfold. If this or something like it is true, the way to improve the situation is through assertive librarianship rather than our perpetual cry for more and better public relations programs.

Other relevant societal trends are such things as consumerism, disenchantment with government, urban sprawl, and the recycling of cities. But the last of these societal trends which I will discuss and perhaps the most encompassing for us has been in literature from many sources. Daniel Bell's, *The Coming of the Post-Industrial Society* speaks of the "codification of theoretical knowledge;" Alvin Toffler's new book *The Third Wave* and the futurists at Stanford refer in one way or another to the "Information Society," the question seems to be only whether the information age is here or is yet to come. We have probably all seen the figure that this country's information industries account for close to half of the GNP. What we have not accepted is that we are smack in the middle of that group and must take our rightful leadership role as prescribed in the *Public Library Mission Statement*, ALA, 1979.

The relative impact of these societal trends must be reflected in a community profile and used in planning for that community's library service. I say "relative" because every public library must be correspondingly unique among public libraries. The unique as well as common aspects of a community can be determined through a systematic analysis of available data.

We suggest an examination of the community from four perspectives: demographic characteristics of the population; the number, diversity, purpose, and membership of organized and unorganized groups, the purposes, diversity, and characteristics of corporate agencies which exist for the purpose of providing products and services to the community; and finally those aspects of community life which are difficult to quantify but represent the distinctive aspects of community life. We label this perspective "life style" and include such things as history, topography, transportation and communication patterns, recreational and cultural activities, as well as the political orientation and value structure of the community.

It is necessary to examine specific data from all four perspectives to minimize the risk of allowing data to lead to the wrong conclusion. In addition, whenever possible data must be examined in terms of the present as well as the past to achieve a sense of the direction of local trends. Although national trends may be pointing in one direction or another for the country as a whole, the characteristics may or may not be reflected locally. For example, it is well documented that our population is growing older with a higher proportion of the population represented in the 50 to 60 to 70, etc.

categories. However, while this is true nationally, it is not necessarily true locally. I am certain this is true in Palm Springs, California, Miami, Florida, and Scottsdale, Arizona; but this is due to mobility factors and the influence of the sun, rather than indigenous population trends.

On the other end of the scale is the much publicized declining enrollments in elementary schools and the diminishing number of children. Again, while this may be true nationally or even statewide, it is not necessarily true in every community. In Pequot Lakes, Minnesota, they recently dedicated a new three million dollar addition to the school and it is already full. In Gellette, Wyoming, an energy boom town, the mayor reported that the number of preschool children is greater than the total current school population. Each public library whether branch, regional, community or bookmobile stop must study its own client population and plan its services based on the characteristics of that population. In Scottsdale, Arizona, where the population of children is diminishing significantly, plans were developed to reduce the amount of library service to children.

Another area for study in each community is the nature of family life. The increasing trend toward two parent paychecks is a national phenomenon that will show a striking change from 1970. Nevertheless, while we have found this trend to be generally characteristic of urban areas, it is less true in rural environments and even that generalization cannot be taken to be a fact for your community unless you investigate it locally. The impact of this trend on public library use is evident in those communities where the bulk of the library's hours of service are restricted to those hours during the day when other people are working. The traditional conclusion that women are more likely to use public libraries than men is probably a misconception based on the fact that the library was not accessible to working men. Where it is not also accessible to working women, the likelihood of a declining circulation is predictable. In other words, the presence of a high proportion of working parents in a community must serve as a bright signal for the library to extend its hours in the evenings and weekends at the expense of daytime hours if necessary.

A phenomenon that parallels the increase in working mothers is the growth of nursery schools, day care centers, and babysitters. In some communities libraries have oriented most of the preschool services through the nursery schools. The increase in the number of single parent families has also reached a level of significance for library planning in many communities.

One of the strongest predictors of a potential library user has been the level of educational achievement. While the national median for number of years of education completed continues to rise, there is increasing concern that more and more people with high school diplomas are unable to read sixth, seventh, and eighth grade materials. It is possible that the 1980 census will show a much higher proportion of the population having attended some college than ever before due to the rapid increase in the number of community colleges during the sixties and early seventies. However, since grade inflation is something we are all encountering as we review undergraduate transcripts, it is also possible that educational level as a predictor of a potential library user will lose its significance for planning in the future.

Other community trends to examine are 1) types of homes being built—whether townhouses, apartments, condominiums or single family dwellings; 2) income levels; 3) occupations; 4) industry; 5) commercial growth or decline.

Finally, I would like to mention the area that we are currently studying in our community analysis institute. This is the value structure or structures in a community. We have concluded that the two best measures of values with individuals relate to the way in which people spend their discretionary time and discretionary money.

Since public library funding hovers near the bottom of the priority scale, to think of this as discretionary public funds may be reasonable. People who use the branch and community libraries (not the main library) in a metropolitan system are committing their discretionary time to this activity. If we begin to realize that time is a person's most valuable commodity and begin to measure how much of this commodity is spent doing various activities or using various facilities in the community, we will begin to develop an index of the value structure in the community, at least on the one scale and place the library in it.

In closing, I would like to present our definition of community analysis since most of what I have said today relates to the justification or necessity for doing such a study. A community analysis is a systematic process of collection, organization, and analysis of data about a community and its library. Its purpose is to help you choose from among alternative means of supplying information which can affect the quality of life in your service area.

Session 2

The NOW Scene – Diversity in Adult Services and Programming

PART A: paper

The Nature and Focus of Today's Adult Services

by

Bernice MacDonald, Associate Director, Branch Library System, New York Public Library

I would like to begin by saying that I was both pleased and honored to be invited to this special institute. I was also somewhat surprised to find how ready I was to say something about today's adult services.

We've been doing uninterrupted battle for so long now in New York City—a decade, the whole of the seventies—that there has been little time to think about the large amount of inevitable change that has occurred, let alone report on it in our literature.

We are not out of financial trouble yet—nowhere at all close to an acceptable operating level. Most of our 82 branch libraries are only open four days a week; this makes us 40 per cent below New York State's minimum standard of public library service hours. We have been through the wringer—Propositions 13 and 9 look like naive children to us and no matter what I will be saying next about change, alternatives, priority setting, new services (all healthy words), I ask you to remember that the New York Public Library had lost nearly one-third of its staff by 1977, almost 300 of them by permanent layoff. But we still operate 82 branches, as many as before.

It's interesting being here in the Detroit area; they say that the auto industry will come back a much smaller and different entity. But we are smaller in staff and service hours.

We are not, however, smaller in services—we are different. Unfortunately as poor undersupported public institutions, we do not have the Research and Development capacity nor the capital investment potential to produce an entirely new model, to turn it around, so to speak. We do have something in the nature of hidden assets, however, and they lie in our services.

We were forced to make decisions during the seventies (we are still making them) and I'll list a few of the major ones:

1. We choose *not* to cut out on our programming.
2. We elected *not* to cut out our outreach.
3. We elected *not* to have centralized book selection.
4. We *did* elect to start new services.

All right, then what did we cut? We cut staff and therefore hours of service. Remaining staff became multi-specialists; branches were regrouped into regions, forcing staff to work in at least two or often three branches. Of course, some kinds of services did suffer: mainly the hours of service, then

inventory, overdues, interbranch loan, processing materials, all basic operations; but the kinds of services that were protected, the people services, they were given everything we had left.

Our biggest growth areas today in 1980 were started in the seventies during our darkest hours. Let me list a number of them:

1. Information & Referral Services (system wide, formalized and computerized, with all staff involved.)
2. Learner's Advisory Service (LAS)
3. Job Information
4. Literacy
5. Early Childhood Research Center (Parenting)
6. Computerized reader interest service for the blind
7. Video

How did we make these choices?

First and foremost, there was present the professional leadership both inside the library and in the profession generally. We at New York Public didn't invent I & R, LAS, etc., but we had fertile ground for them to grow.

Also, there was a certain confidence and sure touch. That came from years of pretty close relating to the community including the early work with immigrants on the Lower East Side, the Readers Advisory work of Jennie Flexner, the Book Discussion Groups, and the firm belief in community study and adult education. We seemed always to have been a tailored service in New York. For example, there is the Chatham Square Branch in Chinatown, the Picture Collection which serves the clothing and publishing business, Countee Cullen Branch in Harlem, and Lincoln Center which serves the performing arts. Now we have the City's largest Puerto Rican reference collection at the Hunt's Point Branch in the South Bronx.

It has been fifteen years since the beginning of Library Services and Construction Act outreach projects in many public libraries. It seems appropriate to me to end my brief remarks by telling you that as of this week—that outreach has become mainstream in our library. Most of the innovative programs and techniques begun in target areas fifteen years ago are now used in all neighborhoods: the use of audiovisual materials, the ethnic and cultural programs, the use of paraprofessionals, the cooperative programming with other community agencies—to name some of them. Therefore, we are reorganizing our outreach program on a system-wide basis.

Many people might say that it is because our special target populations have spread throughout the whole NYPL service area. That is not entirely so—it is rather that we have learned new techniques and we now are able to target almost any population group, and customize our services.

Diversity is a key word in this Institute at Ann Arbor today and I have tried to bring you examples of how a public library with a long tradition of aggressive adult services set priorities in favor of an increasingly diversified adult population, against what may easily be called "all odds." I mean in fact to hearten you, but realistically, the way Rose Vainstein has done for many years.

PART A: discussion

The Nature and Focus of Today's Adult Services

Discussion Leader: Bernice MacDonald
Recorder: Suzanne Sutton

The discussion leader's initial question as to how the group viewed the current health of adult services in light of Institute presentations prompted one participant to say that the educational function of adult services seemed to have become steadily de-emphasized in recent years. It was suggested that this move away from librarians as adult educators had, in fact, been legitimized by American Library Association nomenclature when the Adult Education Division became the Adult Services Division and finally the Reference and Adult Services Division.

Role of Libraries

The debate broadened to the question of what constitutes "education." Does it include such diverse services to adults as entertainment and counseling? Is the librarian's role in the delivery of such services a perversion of the traditional function of a library as "the people's university?"

There was a general agreement that librarians who are serious about the traditional commitment to know their communities will consider the public's recreational and informational needs a valid part of continuing education (a new phrase, it was noted, not a new process). The majority of the group rejected the assertion that "some questions are not worth answering." They insisted that librarians should remain non-judgmental and felt that among the librarian's skills should be the ability to access information in a cost accountable way.

Underlying this discussion were signs of professional identity crisis: are we inventing services only to justify our expensive, under-utilized facilities? Toward this end, are we invading the territory of other social services? Are our programs imitative rather than innovative? Are we ignoring intellectual needs for social needs? Are we uncertain whether librarians or the public should decide what services the library should offer?

The answer to these questions seemed to be that diversity is a key word for libraries and librarians successfully practicing their profession today. We *will* have to make choices and select priorities. Having set priorities, we must know how to implement the services we have selected to supply. The suggestion followed that we are entering a period in which it will be essential to exercise all our skills. The public will undoubtedly use the library more in a depressed economy. At the same time, librarians will need to provide practical measurement of the impact of programming and other services. As a service organization, the library should be relating to the society around it, but final decision-making about which services will be offered is best done in the context of each library's immediate community. The smaller the community, the greater the need to mobilize citizen participation, so that we can learn the needs unique to that community and then tailor our services, and spend our resources wisely, to meet those needs.

There was a general consensus that informational, recreational, and social services are necessary and appropriate components of good library service to adults. One group member, however, called for truly innovative librarians to enlarge their professional goals to include the attempt to contribute to satisfying the deeper needs of the individuals they serve. Failure to serve those individuals who, in contemporary society, must deal with an increasingly troubled and alienating world, will mean librarianship is more threatened by the bankruptcy of ideas than by fiscal bankruptcy.

Future Implications

The concerns which emerged from the discussion of this group of librarians seemed to have important implications for the future of library education. It would appear that the library science students will have to be asked to think seriously about the roles they will play in a variety of social settings that may present themselves throughout their lifelong careers. Librarians will have to be prepared to diversify and remain flexible in the face of changing situations, ready to choose, experiment, measure, and implement. To be successful, public librarians will have to learn how to know the community served, its resources, both financial and human. More than ever the library science student will need a broadly based education and, further, know how to share that education with the public in both simple and subtle ways.

PART B: paper

The 1970s—Decade of the Adult Learner

by
Jacquelyn Thresher, Special Services Coordinator, Westchester (New York) Library System

What is the public library's role in serving adult learners? Many of us currently developing and providing services targeted for adult learners are grappling with this question. I should say *still* grappling because the role of the public library in adult education has been a source of debate for nearly sixty years. Time does not permit me to detail the history, so I have decided to focus on the more recent past—the 1970s, what I call the decade of the adult learner.

In the 1970s, there was a rebirth of interest in adult learners among libraries, as well as within the entire educational sector. The more cynical among us no doubt attribute this to the economics of our changing demographics. And it is certainly true that schools, especially colleges, faced with declining enrollments, turned to adults as potential substitutes for the dwindling traditional age student (18–24). I am often asked why public libraries should support, and in some cases, promote increased participation in learning by adults, given this built-in self-interest of educational providers. Certainly, if the sole purpose of adult education is to fill empty slots left by the shrinking youth population and if the sole benefit is to keep educational institutions open, the promotion of adult learning is indeed questionable. Yet, I doubt that even the most skeptical among us do not see the need for and value of lifelong learning.

One out of five adults lack the basic skills needed to function effectively on a day to day basis. Most of us, no matter what our level of educational attainment, will have to participate in learning programs several times during our lives to keep pace with societal changes and complexities and to prevent obsolescence.

Adults are returning to school in record numbers. In addition, research has shown that four out of five adults regularly participate in self-initiated, self-planned, and self-directed learning. Some adults look to learning as a way to improve the quality of their lives. Some want to learn specific skills in order to solve a particular problem or accomplish a practical objective. Many seek to prepare themselves for a better job or a new career. Some need certification or credentials, while others seek nothing more than the joy of learning or to fill their leisure hours.

Adults learn in order to cope with change or transitions' in their lives. Learning can precede, accompany, and/or follow life transitions. These transitions are most often precipitated or "triggered" by specific events such as getting hired or fired, married or divorced, being sick, or moving to a new location.

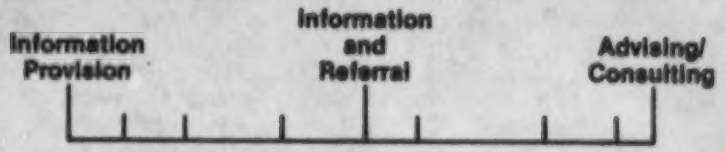
What does all this mean for libraries? We must become aware of and understand these life transitions, triggering events, and related learning needs in order to design and effectively provide responsive and useful public services.

Many adults in transition do not know that learning can help them succeed. Librarians need to be aware that learning is one way of coping, and then they need to present it to adults as an option. Booklists, displays, and informational programs can be used to communicate the theme that one is never too old to learn.

Many adults do not know what they have to learn in order to become what they might. Libraries can provide information and materials on what adults can learn, and how and where that learning might be used.

Many adults do not know where they can learn. Librarians need to know about both the traditional and non-traditional learning options available to adults in their communities. They can use this knowledge to answer reference questions, develop educational I&R files or directories, and design informational programs. Most adults do not know about the alternative ways of obtaining a high school diploma or how they can obtain credit-for-life experience. Librarians can inform them.

Figure 1:
Continuum Approach to Adult Services and the Librarian/Helper Role



Information Provision	Information and Referral	Advising/ Consulting
Answering learner questions by providing: • materials • information contained in materials • information about appropriate non-book and/or community resources.	Process of *linking* a learner with a need for information or service to a resource designed to meet that need.	In addition to information provisions and referral, facilitates learners' self-awareness, self-assessment, decision making, goal setting, and action taking.

Advocacy

Clarifying the question	Clarifying the question	Clarifying the question
Rendering *accurate* information	Rendering *accurate* information or Making an *appropriate, specific, personal* referral	Rendering *accurate* information or Making an *appropriate, specific, personal* referral
	Follow-up	Follow-up
	Identification of service gaps	Identification of service gaps
		Intercession on behalf of an adult learner to assist him or her gain access to programs, financial aid, credit for prior learning, etc.
		Efforts on behalf of adult learners to affect institutional changes which may hinder them.

Librarian/Helper Role

Passive ◄——————————► Active

When faced with the vast array of available learning options, many adults have trouble selecting those most appropriate for themselves. Libraries can help adults become informed educational consumers, aware of their rights and appropriate questions to ask of educational providers.

Some adults cannot find providers who offer suitable learning; others prefer to learn on their own even if suitable providers are available. In both cases, the public library can provide valuable support—materials, study space, study groups, learning exchanges, and advisory services.

Each library will respond in its own unique way to the needs of adult learners. Some are passive, while others are more active or assertive, as Roger Greer said earlier. Some public libraries are sponsoring free universities or learning exchanges; others have developed job information centers and are providing educational and career information and referral; still others are providing career/life planning assistance through learners' advisory services and/or counseling services. More and more libraries are sponsoring literacy programs, providing basic reading and English-As-A-Second Language instruction. Finally, a few are serving as advocates for adult learners and learning, endeavoring to become true centers of lifelong learning from early childhood education to pre-retirement planning.

As I have observed the public library services which continue to emerge to serve adult learners, I have noted a pattern—a continuum of involvement from passive to active. This continuum, of which only a small finite portion is illustrated in Figure 1, moves from the reactive provision of information only as it is requested, to the anticipatory gathering and provision of information through public information programs, to the active process of linking learners with needed services through I&R service, to the provision of advising and consulting services. Some libraries are moving along this continuum slowly as they develop and provide services in an evolutionary way. Other libraries, like those in the Adult Independent Learning (AIL) Project, sponsored by the College Entrance Examination Board from 1972–76, sought to "revolutionalize" the profession of librarianship by redefining the role of librarians to be learners' advisors.

Headed by Jose Orlando Toro, the College Board's Office of Library Independent Study and Guidance Projects encouraged nine libraries across the country—Atlanta, Denver, Enoch Pratt Free Library (Baltimore), Miami-Dade (Florida), Portland (Maine), Salt Lake City, St. Louis, Tulsa City-County, and the Free Public Library of Woodbridge (New Jersey)—and one statewide library network (New York's) to invest their own resources in the planning and testing of services for self-directed learners in their communities.

The National office assisted the participating libraries with program planning and evaluation, and provided initial training including adult learning theory, educational planning and decision-making, interviewing and helping skills, and the selection and use of study materials. Each library, within the context of its own strengths and community resources, planned and pilot-tested services to help adults learn on their own. From this diversity of approaches and experience, specific service elements common to all the libraries became apparent. Together the project librarians developed a system to gather and share information which would describe and monitor the development of the Learners' Advisory Service. The publication *The Role of the Public Libraries in Adult Independent Learning*[2] is a detailed analysis of the project which presents characteristics of the adults the Learner's Advi-

sory Service attracted. The spring 1978 issue of *The Bookmark* entitled "Public Libraries and the Adult Independent Learner"[3] describes the New York state program. And an excellent article[4] cited in your bibliography by Suzanne Boles and Barbara Smith details the development of the Learners' Advisory Service and explores the capacity of librarians to function as advisor.

As a participant in the National AIL project, first as a staff member of the Woodbridge Public Library and then as the Adult Services Consultant of the Westchester Library System, an active member in the New York State AIL Network, I too have some reactions to the project. The Adult Independent Learning Project was not only a service demonstration project; it was an experiment in participatory planning. Emphasis was placed on extensive program planning and evaluation. The broadest possible staff participation was sought in service design, monitoring, and evaluation. This "democracy" of operations, new in many of the rather traditionally hierarchical-structured participating libraries, proved very difficult and time consuming. Hence, much of the AIL effort was devoted to *process* (planning, development, evaluation) rather than *product* (actual delivery of services).

Yet, AIL-Nationwide made a considerable contribution to the state of the art public library services for adult learners. It produced service and evaluative models which have been replicated in selected libraries throughout the country (the evaluative model to a lesser extent); it resulted in changes in resource development to meet many of the needs of adult learners in the nine AIL libraries which later emulated them. It provided librarians and educators with data on who adult learners are and what they want to learn. It successfully demonstrated that public libraries can play a linking role between educational opportunities and learners; can provide information support services to adult learners; and can provide other special services (one AIL library, St. Louis, became the first library based non-academic CLEP testing center).

AIL-New York State resulted in increased librarian awareness of the needs of adult learners, changes in material acquisition patterns (more textbooks, self-study guides, etc.) and improved collection, organization, and dissemination of information on educational resources and programs. It also resulted in the development of job information centers, clearinghouses of information about jobs, careers, the job-search process as well as vocational and career education.

However, neither AIL-Nationwide or AIL-New York State proved that librarians, as a professional group, were willing to expand their helping roles to function as learners' advisors.

The service model that emerged was twofold: 1) *advisory services* in which the librarian works jointly with the learner, facilitating his/her definition of learning goals and development of a learning plan; 2) *information support services* which include provision of appropriate learning materials, development of study aids, provision of information about and referral to educational and counseling resources, and provision of group learning events (lecures, workshops, seminars, etc.).

The information support services were seen by most of the librarians in AIL libraries as being similar to or a natural extension of "traditional" library services; thus, they were readily developed and implemented. The learners' advisory service, on the other hand, was seen by many AIL libraries as a

radical innovation. As such it was feared and resisted. Some resistance was due to the belief that advisory service required a re-definition of the librarian's role, not merely an expansion. Most librarians are accustomed to serving patrons through anonymous single-transactions. A patron requests a book; the librarian provides it. A patron asks a reference question; the librarian finds the answer. Advisory service requires extended, highly personal, private one-to-one contact with learners.

Most librarians regard themselves as helping professionals, yet their formal training is resource-centered rather than client-oriented. Lingering stereotypical images of librarianship and professional training, which is largely "thing" oriented (books, data bases, computers) rather than people oriented, do little to encourage those with interest in and aptitude for advising to enter the field.

My observation of learners' advisors has often revealed that many act too quickly—they suggest a book or make a referral—rather than give learners the chance to explore and articulate the true nature of their needs. It appears that some feel uncomfortable with client self-revelation, and consequently limit the interpersonal level of interaction. For others, there may also exist some uncertainties about the difference between educational/career advisement and therpeutic/clinical counseling. In the AIL Project, an attempt was made to distinguish between the function of a advisor-facilitator and those of a counselor. *Nearly all librarians felt that they were not qualified and could not be trained on-the-job to function as counselors.* Thus, it was necessary to meet the counseling, assessment, and testing needs of adult learners primarily through referrals to other agencies. In some cases, depending on available alternatives, referrals had to be made to fee-based services. And, although follow-up was attempted, advocacy was limited and there was little quality control of "outside" referrals.

Still, some librarians in AIL and other libraries are not only willing but have eagerly assumed the role of learners' advisor. There are several library-based learners' advisory services which successfully utilize librarians as advisors. Experience suggests that certain attributes such as openness and empathy are inherent and cannot be taught. Hence, these traits must be considered in staff selection. However, advising skills such as interviewing, listening, and decision-making can and are being learned via continuing professional education and on-the-job training programs. Librarians actively involved in developing and providing innovative services to adult learners are clearly still a minority, but they are a growing and vocal one.

One obstacle remains, lack of administrative support/leadership. Many library administrators do not view these services to adult learners as exciting opportunities. Faced with spiraling costs and constrained or reduced budgets, they regard these labor intensive services as expensive frills. Because of this, most services for adult learners have developed as a result of grant stimulation and have too often been quick to die when "soft" funds were no longer forthcoming. Many administrators do not wish to confront the institutional changes that would arise if their libraries re-adjusted their priorities and resources to focus on the needs of adult learners. Some hoped they could "sit it out" until the fad of adult learning passed. They have been sitting for ten years while adults' interest and participation in learning has not diminished but grown. Meanwhile, individual library

success stories continue. Hopefully, far-sighted administrators, cognizant of the ever-growing number of adult learners and their needs for information and advisory services, will accept the challenge of becoming an active and leading institution in the learning society—the "missing link"[5] which connects learners to learning resources.

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PART B: discussion

Adult Learning Through Public Libraries
Discussion Leader: Jacquelyn Thresher
Recorder: Barbara L. Shumer

Our nation's adults are seeking opportunities for continuing education as a way to a richer life, a better job, or just for personal pleasure and enjoyment. Our nation's schools provide a traditional approach to learning for the self-directed learner but the public library must be active in helping patrons who want to know about learning programs but are less sure of the options open to them. Libraries can supply these patrons with the information they want and need by providing a variety of independent learning programs and services. Some of the services which public libraries are providing for adult learners include: C.L.E.P. (College Level Exam Programs), education and career counseling, adult education hotlines, literacy tutoring, and interviewing and resume writing workshops.

Role of Libraries

Unfortunately, many public librarians do not feel that sophisticated adult learning programs have any place in today's public library. Librarians feel they do not have the appropriate credentials and they do not have the time to give educational and vocational guidance on an individual basis. One reason librarians feel this way is because traditionally library schools have emphasized the research skills needed to identify accurate responses to informational requests. A lesser priority has been teaching library science students interviewing techniques and how they might give guidance to help patrons with decision making. As a result, librarians are not working with patrons to discover their real needs and answer their real questions. Even when librarians understand patron needs, they lack confidence in counsel-

ing these patrons. Librarians have also been taught more about ready reference, where patrons needs are handled during a single and comparatively brief exchange at the reference desk or over the phone, than they have about more thorough reference interviewing. This orientation to reference work, it was suggested, may be the second barrier to effective learner advisory services in public libraries. Finances were noted as a third barrier in that public library funding is tight right now, and learner advisory services are given a lesser priority and are often among the first to be eliminated.

Adult learning opportunities can be provided in many ways and at various levels, the group noted. Successful adult learning programs which are being implemented currently include the following. Some libraries provide extensive educational information and referral services. Librarians help patrons identify a range of educational programs and resources to meet diverse adult needs. Other libraries maintain job hotlines, provide information on preparing for a second career, sources for financial aid, correspondence courses and weekend colleges. Other libraries have designated librarians as educational informational specialists, have specifically developed comprehensive educational information files, and in some cases, have actually created new informational sources such as community directories and guides.

In New York, particularly, public libraries have established Job Information Centers (JICs) as a response to the serious problems of unemployment. JICs collect and organize all resources related to employment and career selection in single convenient locations. JICs also sponsor seminars on topics such as resume writing, interviewing skills, and career/life planning. While not employment agencies, JICs are library services that can make job search and/or career choice simpler and more successful for adult patrons.

Learner advisory service is available at some libraries on an individual basis by appointment. This is an innovative service whereby specially trained librarians assist patrons with such self-directed learning projects as how to earn college credit without attending classes, studying for a civil service exam, writing songs, or building a greenhouse. The librarian supplies the patron with information about relevant learning resources then guides the patron in the selection and use of resources and opportunities, providing continuing assistance, support, and encouragement throughout the course of the learning project. In addition, the librarian might also assist the patron in learning how to measure progress toward the attainment of a learning goal.

To illustrate the diversity of learner advisory projects, the development of educational brokering services was introduced. Brokers facilitate the adult's return to education by providing: information, referral, educational and career counseling, assessment, and advocacy. They present adults with the complete range (traditional and non-traditional) of educational and career alternatives and help them choose those most appropriate to their unique needs. However, brokers remain neutral toward the choices made by individual adults.

Another type of service mentioned was that of aiding in the fight against illiteracy. Libraries are building adult basic education collections and providing meeting and tutoring space for adult basic education (ABE) programs. Some libraries support and cooperate with local volunteer literacy groups or other educational organizations in promoting and publicizing their

literacy activities, rather than in sponsoring library programs on their own.

Libraries are joining learning networks, and even developing them where they do not exist. A learning network is a unique listing and referral service which attempts to link people to people for the purpose of teaching, learning, or sharing information and interests. Learning networks are based on the belief that there are many talented and well-informed individuals who want to share their expertise, and that people can learn from a variety of ways about jobs, hobbies, and schooling. Networks acknowledge that some people learn better in less structured, more informal situations. Learning networks can go beyond promoting individual learning. Libraries, as well as individuals who need fast answers to specific questions, can use networks as "human encyclopedias," especially to locate answers not in traditional print formats.

The New Orleans Public Library, it was noted, has taken library programming and group learning a step further than usual and become a "people's university." Since 1973, the New Orleans Public Library has coordinated FUNO (the Free University of New Orleans). A free university is defined as an organization identifying and offering ungraded, non-credit classes, activities, and programs. Anyone can volunteer to teach a subject, lead an activity, or coordinate a program. Free universities seek facilitators and instructors, print brochures of classes and programs, and register learners. Classes take place in libraries, homes, parks, and other informal settings. Library-based free universities offer public libraries the rare opportunity for total involvement in adult learning activities and programming in their communities.

Future Implications

It was agreed that there is no such thing as an ideal adult learner program. Public library services must be tailored to the needs of the particular community and to the needs of the individual patrons served in that community. As noted by Roger Greer, libraries must become involved with community analysis to learn the special needs of their particular community; they must also be aware of what other groups and organizations are doing in their community for the adult learner so as to avoid unnecessary duplication. Each library must then decide what its role and emphases will be in providing information and services for adult learners. The adult patrons are out there seeking help; public librarians must respond to this challenge for the eighties.

The provision of adult learning opportunities through public libraries must become a priority for the 1980s. Librarians must be willing to rethink the traditional interview where patron's needs were solved during a single interaction at the reference desk. Library schools must, in addition to teaching critical research skills, teach librarians more about how to give individualized guidance and help patrons with decision making. Librarians must polish interpersonal and communication skills as well as interviewing techniques. Finally, librarians must move from the passive role of information providers to the more active and assertive role of information advisors/consultants.

PART C: paper

Info-To-Go: Traditional and Newer Forms of Information Services

by

Carolyn A. Anthony, Head of Information Services, Baltimore County (MD) Public Library

Close your eyes and imagine for a moment that you are walking out from behind a desk to greet a person who is approaching you. S/he asks you a question and after a brief exchange you head over to a range of books, take two or three from the shelf and scan tables of contents and indexes. You pause for a moment, debating whether your next move will be to the periodical indexes or to the vertical file. As you turn from the books, you realize that the walls are fading away. Only some rows of book-filled shelving and your desk, with its telephone, separate you from the pedestrians hurrying along the sidewalk, the congested traffic, the local government offices across the street and the shops and businesses down the road. Do you feel exposed or liberated?

An evolutionary change with revolutionary implications has been transforming the work of reference librarians. From the old notion that "a librarian worth her salt can find it in print" to "other media will do, but keep it within the library" we have come to a point where the library virtually has no walls and the "collection" extends to the resources of the community surrounding the library and beyond. The librarian cannot hope to "know the collection," but strives for an awareness of an ever-widening scope of information resources as the emphasis in information services is more than ever on the librarian's resourcefulness and creativity in approaching the user's information problem.

Active Role For Libraries

This past March, were you looking for help with your 1040, wondering whether you could use Schedule TC, or finding yourself once again in a quandary about allowable deductions on your income taxes? In many towns, if you had come to the public library seeking help, you could have picked up copies of forms and schedules, checked out a printed guide or a cassette tape with instructions on preparing your tax return, been connected by phone to the local IRS office or received help directly from a qualified person participating in a library tax clinic program.

Such a variety of services is available because libraries are taking an increasingly active role in the provision of information to the public. Not content to sit and wait for questions, librarians are anticipating people's information needs and actively disseminating information to meet those needs. Gone are the days when "making information available to the public"

meant simply acquiring, organizing, and supplying on demand items of prerecorded, prepackaged information. As stated in "A Mission Statement" of the PLA Goals, Guidelines, and Standards Committee, "*information* now includes not only the sum total of recorded human experience—factual, imaginative, scientific and humanistic—but also the unrecorded experience which is available only from human resources to which library users may be referred."[1] Public libraries of all sizes have acknowledged that linking a patron with resources outside the library may be the best way to meet certain basic information needs.

In a recent study, Dr. Thomas Childers discovered that 68 per cent of public libraries currently offer "simple information giving" on outside resources. While the components of information and referral service vary somewhat from library to library, the majority of public libraries also engage in "complex information giving" which Childers distinguishes from simple information giving by specifying that probing is used to determine the patron's true request. Forty-three percent of libraries have assumed the additional task of gathering previously unrecorded information about community resources, which they then compile in files or directories made available to the public.[2] An emphasis on local needs and resources has characterized public library I & R. In a society flooded by mass information spewed forth in an array of print and nonprint media, the library's information and referral service offers individualized information in a refreshingly personal manner.

Even the means of delivering information has been adapted to suit the community. Information and referral service as well as traditional information service assumes that users have a self-perceived need for information and are motivated to ask for help. Recognizing that not all citizens are aware of their information needs or of the means of satisfying those needs, some libraries have been reaching out into the community with information. A van project in Pender County, North Carolina takes I & R to rural residents and an experiment at the Enoch Pratt Free Library in Baltimore has CETA-funded bachelor librarians delivering information to urban dwellers while retrieving overdue books. Such experiments could give new meaning to the phrase "information and retrieval." Reaching out with information takes the form of a library-produced consumer newsletter in Plainedge, New York and segments of air time on "Good Morning, Houston" in Houston, Texas. The Houston Public Library's Metropolitan Research Center Staff features landmarks, neighborhoods, personalities and institutions prominent in local history during the five minute spots aired three times per week.

Many libraries actively provide information through programming which may be viewed as a group information transaction. The Chicago Public Library instituted a program wherein credit and money management counseling is available in several of its branches. Library-sponsored programs, however, are as likely to be conducted in sites throughout the community as in a library branch. Baltimore County Public Library has developed multimedia program packages as part of its "Gray and Growing" program for older adults. The program packages, which focus on subjects such as fitness, nutrition or local history, are available for use at senior centers. Half-hour video programs featuring active older citizens from the Baltimore area and news of community activities circulate among County group residences and nursing homes in the "Generations" show, also produced by BCPL.

Anticipating information needs and actively informing the public necessitates a knowledge of those needs and a familiarity with user groups in the population served. Community analyses conducted by the library and surveys undertaken by other organizations enable libraries to focus on a particular information need or to target services to certain user groups in the community.

Targeted Needs

A need for health information has been repeatedly identified by libraries throughout the country, whether in rural, suburban or urban areas. Libraries in Prince George's County, Maryland and Columbus, Ohio are among those which have arranged with Tel-Med, Inc. for the provision of taped health information by telephone to area residents. Commercially produced cassette tapes are selected according to community need and submitted for approval to a local association of health professionals. Tapes are available on topics such as Earache in Children, Venereal Disease, Fainting, When to See a Psychiatrist, Reducing Dental Costs, Do You Want to Stop Smoking? and What Happens When a Disc Slips? Users choose topics from a printed brochure and call the library to request the tapes by number. Not only is anonymity assured, but the patron is spared the often difficult process of verbalizing an information need of a sensitive nature. A similar service has been developed for legal information and a pilot has been run in Florida for a telephone consumer information service.

Several libraries in New York State have focused on a need for educational and career information. Funding has been secured for comprehensive, library-based educational and career information and referral centers throughout the state. Job information centers have been operating in a number of New York libraries for some time.

Targeted Users

The Pierce County Rural Library District in Washington identified the particular information needs of a specific group of residents within its service area. Consumer information, mental health information, and adult/continuing education were the three topics singled out as especially relevant to the elderly, blind, hospitalized, homebound, developmentally disabled, and physically handicapped persons in the community. An information service was therefore developed which was targeted to the particular group of residents as well as to particular information needs. Audio tapes on the targeted subjects have been purchased or developed and are made available to the "special audience" through telephone activation of remote access equipment. Because the equipment is completely automatic, the tapes are accessible 24 hours per day, seven days a week.

Extended access is also the hallmark of CALL, the Community Access Library Line which is headquartered in the Montebello Regional Library and serves the greater Los Angeles area. Developed to meet the needs of the diverse population of Los Angeles, CALL is a multilingual, comprehensive information and referral program with three way telephone conferencing capability. Service is available in English, Spanish, Chinese, and Japanese. Deaf persons can reach the service through a toll-free teletypewriter number.

Cooperation

Another toll-free information project serves a very different population in the Davidson area of North Carolina. There is no need in Davidson for an information service in four languages. However, the Davidson Information Assistance Line (DIAL) is so helpful to county residents that the library has increased its hours to enable staff to handle more calls and arrangements have been made for the Sheriff's Department to answer the line when the library is closed.

Libraries in other areas of the country have also joined forces with other institutions to better meet local information needs. Cooperation may extend hours of service as in Davidson, pool resources for a common effort such as production of a print directory, or combine the expertise of professionals from different fields as in the Community Health Information Network in Cambridge, Massachusetts. The CHIN project involves a community hospital and six public library systems in its catchment area. It has received funding from the National Library of Medicine and LSCA Titles I & III. The Consumer Health Information Service in Cleveland combines the efforts of the Case Western Graduate School of Library and Information Service, University Hospitals, the Cleveland Health Science Library and the Cleveland Area Metropolitan Library System.

Many libraries have been able to expand their information services through cooperation with other libraries. Although some information needs may be particular to a community, others seem to be universal. What library is not faced with almost constant requests for homework assistance? A novel cooperative project among New York City metropolitan public libraries has created a "homework hotline" with a toll-free number which children may call for advice in researching a homework assignment or help with problems in math and English. The service is available in prime homework time, from 5 to 8 p.m., Monday through Thursday. Other offerings of INTERSHARE include an after-hours telephone reference service and a back-up reference service for help with difficult requests or for expanded access to database services. A bibliographic clearinghouse, regional delivery, and interlibrary loan are also planned.

Technology

Information services of the public library have been extended through cooperation and networking, but greater development of the potential for growth in information service may be activated by application of technology. The telephone is taken for granted today, but its effect on library information services has been tremendous. Telephone reference services, hot lines, and toll-free telephone numbers are almost as widespread as encyclopedias in American public libraries. If changes as profound and extensive are being effected by computer and video technologies, who among us can envision the public library in the twenty first century? Technology may well be the catalyst which will transform information services to a kinetic state.

In one library system, a seating plan for a theatre is "qwipped" by telephone from one branch to another for a patron who wants the information today. In another library system, a librarian selects from among hundreds of on-line data bases while conducting an information search. A number of libraries have been experimenting with video equipment in the production of

tapes for staff training and for public use. Some have acquired access to cable channels as the spread of cable technology has encouraged community programming. Other libraries have used computer technology to make bibliographic and nonbibliographic information available on-line.

Most of us are familiar with such applications of current technology to information service. Combinations of technologies, however, promise new capabilities in the near future. Videotext systems which have been in operation in England and France are now being tested in the United States. An adapter connects the telephone to the television, transforming the television into a terminal for the interactive communication of information. TV viewing, formerly regarded as a passive occupation, may become an active intellectual exercise. In an OCLC pilot project beginning in October, 1980, public information, health information, games, banking services, and library services will be available through the TV to residents of Columbus, Ohio. People in the test group will be able to sit in their living rooms and access the public library's calendar of events and entire catalog of holdings. They will also be able to order books listed on-line by mail as part of a service to be called "The Video Catalog."

Similar services are being tested by Viewdata in Florida and by NYU's Alternate Media Center and the Corporation for Public Broadcasting in Washington, D.C. We can only speculate about what changes videotext systems, optical scanners and other such developments will bring to library information services. It is becoming increasingly clear, however, that the library's failure to become involved with some of these technologies may have an impact at least as great as that which may be produced by the library's adoption of the technology. In one of the videotext experiments, people may view lists of books and order those of interest, not from the public library, but directly from a commercial book supplier.

Future Directions

Will all public libraries be connected to videotext systems at some future data? As new technologies and attractive pilot programs for information service proliferate, librarians will have to make choices about which technologies they will employ and what programs they will offer. The needs of the community will continue to provide the best guidance in charting the future direction of a public library's information service. The Public Library Association recently established a Community Information Section to promote the exchange of ideas for information service to the community.

Certain directions for the future of public library information services are clear. The scope of information with which the library must be concerned will continue to broaden. There is no return to the comfort of a finite body of print resources. Funding will probably not be any easier to obtain in the forseeable future. Some libraries have begun looking to private foundations for grant support of special projects. The Education Information Center Project in New York State is partly financed by the Kellogg Foundation and the Consumer Health Information Service in Cleveland is supported in part by the Cleveland Foundation. The Public Library in Lexington, Kentucky was able to incorporate funding of its automated circulation system into the agreement for the awarding of a cable TV franchise for Lexington.

Coping with more information and less available funding will challenge public librarians, but such challenges often present opportunities as well.

As the Federal government legislates funding for Federal programs, it continues to mandate that information about consumer issues or safety or agriculture be made available to the public. Will libraries fade into the background as local branches of Federal agencies are established or as private industry steps in as the primary provider of information to the community? I hope not. The importance of the public library as a disseminator of information on the human scale cannot be overstated. It is vital to the life of a democracy that individuals or small citizen groups are able to obtain information needed to challenge bureaucratic agencies, corporations, and other bastions of power.

Concern was expressed at the White House Conference on Libraries and Information Service that as ways are sought to expand access to information, national networks controlled by the government might be created. Delegates questioned whether the increased funding by state and federal governments that seems to be necessary, especially for the financing of technology, will allow public libraries to retain their autonomy.

Can public librarians overcome these threats and meet the challenges offered to us? I think we can if we continue to build on the library's greatest strength, its base in the community. Networks should be formed, for example, which are aggregates of individual, community-responsive libraries or library systems rather than large-scale superstructures imposed from the national level. While technological developments may seem to suggest large-scale operations, recent advances in fact encourage local and small scale endeavors. Computers have come to such a level of accessibility and affordability that even the smallest of libraries can make use of them. And the development of cable television has made narrowcasting an alternative to broadcasting, opening the video medium to community-developed programming.

Jack Taub, Chairman of the Source Telecomputing Corporation which markets an information retrieval system, offering access to news, stock market information, electronic mail, games, and nearly 2000 ready-to-use computer programs, was quoted recently as saying, "We're going to make libraries into information town halls."[3] Present developments in public library information service make it clear that the role will not be thrust upon us. Librarians are already grasping the opportunity to make the public library the information center for the community.

References

1. Public Library Association, Goals, Guidelines and Standards Committee, *A Mission Statement and Imperatives for Services: Guidelines for Public Libraries*, Chicago, Public Library Association, January, 1979, p. 6.
2. Thomas Childers, "Trends in Public Library I & R Services," *Library Journal*, October 1, 1979, pp. 2035–2039.
3. Jack Taub in *Advanced Technology Libraries*, April, 1980, p. 2.

PART C: discussion

Info-To-Go: Traditional and Newer Forms of Infomational Services

Discussion Leader: Carolyn Anthony
Recorder: Douglas A. Zyskowski

The group that discussed "Info-To-Go" proved to be quite fruitful, both in terms of raising very basic questions for discussion and also in terms of the great diversity of service ideals relating to these basic questions. In attempting to define the twin role of librarians themselves as well as the setting of priorities for public service, we were naturally led to the conclusion, discussed by Dr. Greer earlier in the day, that community analysis is the primary means by which public libraries remain viable institutions.

Any discussion of what information services are available currently in public libraries must be followed by the more profound question of "what is the role of librarians in today's complex, diverse society?" The "identity crisis" that seems to be the lot of public librarians became immediately apparent within this discussion group. What services should librarians provide patrons? What are librarians legitimately, authoritatively, and professionally able to provide? Are we information providers in an active sense, or are we simply the gatekeepers who serve a rather passive function?

Along similar lines, the relationship between the public library and other information agencies was vigorously probed. Various concepts of interagency sharing were mentioned. It was widely acknowledged that contrary to librarians in other types of agencies (such as schools, academic, or special libraries), public librarians serve a broad but not clearly defined patronage.

Role of Libraries

All of this led naturally to the thrust of Greer's presentation "The Public Library Setting: Community Profiles and What the 80s and 90s Will Bring." It was agreed upon that in order to define our role, to find our place, and to effectively serve our complex society, one necessary step will be an increased emphasis on community analysis. Public libraries funded by public monies must, if they hope to remain viable, be responsive toward patrons of their particular community. We must first determine what our clientele, or potential clientele, want or need and then meet the need within the framework and boundary of our institutions. In order to achieve this high level of responsiveness, it becomes mandatory to conduct, either formally or informally, vigorous and ongoing community analysis. Only in that way can we act with any certainty that the services we are providing are indeed what the public desires.

Next, the notion of establishing priorities was juxtaposed with questions relating to the necessity of placing limits on service levels. The fact of increased demand for customized and consequently expensive services was mentioned in the context of obvious voter concerns over the responsible and effective use of public funds. On the one hand, technology is allowing us to provide extremely sophisticated services. Many people want to take

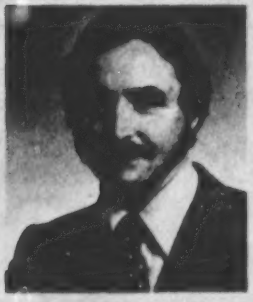
advantage of these services. On the other hand, taxpayers seem to be telling us that we have to be more careful in managing our funds. As a result, we are now feeling the pressure to make hard decision about precisely which services out of the entire spectrum of potential library services we choose to provide. In other words, we must set priorities.

Once again, Dr. Greer's concept of community analysis was seen as a necessary step to take to resolve this dilemma. It was suggested that if we can understand the needs of our community, and provide them effectively, and in a cost-effective manner, citizens are more likely to provide adequate levels of funding and support. It was agreed that the potential shortage of public funds will force, more than ever before, the selection of priorities. Yet the need to select priorities comes at the very time that potential library information services are expanding at a phenomenal rate. Librarians will be better able to choose priorities by using community analysis as a basis of our decisions. Unless we know our community well, in its commonalities and its diversities, we cannot hope to serve the needs of our clientele. The most effective way to gain this knowledge of our community is through the study and analysis of our own particular community and area of jurisdiction. In this context, we also need to be aware of the resources and services of our sister institutions.

Future Implications

The types of information libraries are capable of providing and the formats in which they are provided are changing with increasing speed. We are in a position where we must make hard choices: what information services shall we provide and consequently, what services shall we not provide; what services we shall provide "solo" and what services in a cooperative mode. With these questions in mind the importance of community profiles becomes of paramount importance to public libraries. If we are to become dynamic, viable, and active sources of information in our unique community, then it is incumbent upon us to know what our present users—and also our potential users—want from us, and to provide those services within the context of our institutional limitations and geographical setting.

PART D: paper



Adult Programs in the Public Library

by

Arthur Curley, Deputy Director, Research Libraries, New York Public Library

What is the proper place of programs in the public library? Are they just public relations gimmicks or entertainment frills? The "children's story

hour" enjoys the status of a venerable tradition, but should libraries expend scarce resources trying to capture the attention of busy adults? In doing so, are they competing with other institutions better suited to the purpose?

The answers to these and similar questions lie not only in a definition of the role of programs, as such, but in a larger definition of the role of the library itself. To a considerable extent, programs in the public library have been considered somewhat superfluous to the institution's basic purpose. The library administrator is familiar with the complaint that noise generated by large attendance at a library program is disruptive to "library use"—the implication being that program attendees are not really library users. While most librarians will try to make the children's storyhour program a true learning experience (even if some parents do view it as simply a babysitting service), not a few librarians are reluctant to appear assertively educational in programming for teenagers and adults. Often, programs are planned primarily as a device to lure people into the library in hopes that they will borrow a book or two while there.

It is my contention that program activities merit a much more integral role in the basic service program of the public library. Consider one very tangible element in the library's statement of purpose, which may seem at first to have little relation to programs, namely, the provision of information. Certainly a library with an extensive and wisely-selected collection of books, journals, and documents would seem to possess the essential ingredients for the provision of information. But a library which places broad and assertive interpretations on the terms "information" and "provision" knows there is much more to effective informational service than a collection, however diverse and well organized. I&R providers, for example, must supplement the printed resources of the library with access to information nodes in a complex network of community agencies and individuals with specialized knowledge. And the librarian who tries to be an advocate for public informational needs knows that passively serving only those who already possess the initiative to seek out the library and articulate their informational needs in traditional reference-question format leaves a great portion of a community's informational needs unaddressed.

Now, how does programming relate to all of this? Not much, if you think of programs as mere entertainment. *But,* a program which is *informational* in content can have a multiplier effect; it can simulate awareness of informational needs, promote the library as an effective source of information, expand the public concept of the informational framework that is appropriately the province of the public library, put people directly in touch with living information resources, and inspire interest in new ideas and issues.

By way of example, the Program Services Department of the Detroit Public Library provided (just within the past year) workshops, lectures, and seminars on: antiques, appraisals of books and paintings, art appreciation, auto repair, babysitting, backgammon, beadwork, calligraphy, career planning, chess, consumer issues, crafts too numerous to mention, "creative complaining," aspects of other cultures, dance, energy efficiency, financial planning, furniture restoration, genealogical research, health and nutrition, home repair, jewelry making, job-hunting, language instruction, legal questions, life-saving techniques, local history, music appreciation, parenting, pet care, photography, physical fitness, writing poetry, getting published, running, safety, social and political issues, coping with stress, making a will,

and winter driving. Programs are an educational and motivational vehicle by which the public library can deliver informational services and promote awareness of informational resources in the library itself and throughout the community as well.

In the days before we learned to be embarrassed by optimistic slogans, the public library was often called a bridge between people and ideas. The dynamic library finds programs to be a most effective bridge between people and a broad range of ideas and information.

And, there are other bridges which need to be built—between the library itself and many segments of its community. In fact, precisely because any library services not one community, but many and diverse communities and publics, the library needs a flexible vehicle for reaching into every neighborhood in ways which will spark positive response from people who may never have seen a possible connection between their lives and public library. In a complex urban society, there are major sociological and psychological barriers which the library must span in trying to serve the entire community. Again, programs can provide such a bridge. After identifying through community study and analysis, the diverse cultural and ethnic backgrounds of its constituents, the public library can make effective use of programs built around aspects of those cultural and ethnic elements. Apathy and even distrust are major obstacles to be overcome in stimulating library use; programs which dramatize the artistic or historical richness of a particular culture create a basis for positive response to the library by persons of that cultural background and stimulate that desire to learn more about the world which begins with learning more about one's self. Programs of this kind can also make major contributions toward mutual respect and understanding throughout a multi-ethnic, multi-cultural community. In addition, programs incorporating theatrical enactments of such festivals and ritual celebrations as Kwanza, Cinco de Mayo, Twelfth Night, or a thirteenth-century Mali wedding ceremony can be highly entertaining as well as educational.

At about this point, someone is surely muttering: "all well and good, but how in tough times can libraries afford such special activities?" It is a difficult irony to accept, but I am convinced that the only reward a library is likely to receive for trimming its sails is an invitation to trim them further. The public library is an invaluable symbol of human aspirations; and it is on that basis more than any other that it has attained adequate support to survive and even flourish. What our constituents do *not* need from us are suggestions that hope for a better and more meaningful life be abandoned. The public libraries in this country which enjoy the highest levels of support are not those which have taken as their mission the diminution of their impact on the public purse, but those which have gained visibility and esteem through services, programs, and activities which excite the public's imagination.

The centrality of program services to the library's basic functions becomes especially evident if the role of the library is defined with sufficient breadth as to address its potential for improving the quality of life in the community. Not only is the public library, as a major social and cultural institution, particularly well suited to provide an outlet for local performing arts talent and to serve as a medium for bringing into the community a broader exposure to the cultural and artistic expression of our times, but, in

many a depressed city neighborhood, or isolated rural town, or even suburban bedroom community, the library may be the only visible and trusted link to a wider, richer, more hopeful world. The relatively decentralized structure of most public library systems provides a vehicle for bringing program activities closer to more people in a way that few other institutions can match. And, inevitably, a library's contributions to the vitality of a community rebound to enhance the vitality (and visibility) of the library itself.

But, I stress again that I am suggesting, not something that is merely "nice" for a library to undertake, but something which I consider vitally necessary. As an institution with a basically humanistic mission, the public library is able to be effective—and is likely to be adequately supported—only if the larger social framework within which it functions is humanistic. Daring to influence that framework requires a far more assertive definition of the public library's role than has generally prevailed, particularly of late, but is a challenge which I believe our very survival in any meaningful fashion requires that we take up. And, I suggest that program services for adults, creatively and professionally developed, with excellence and inspiration as their goals, are in invaluable asset to us in meeting that challenge.

PART D: discussion

The Broad Range of Programming for Adults
Discussion Leader: Arthur Curley
Recorder: Elizabeth Parker

The group discussion which followed Arthur Curley's presentation proved just as spirited and dynamic as did the reaction to his earlier presentation.

The first question raised, and involving a lengthy discussion, was the definition for programs versus programming. The consensus of the group was that programming was a term of information within the development of goals and objectives of each library. Programs, of any nature, were considered a method of disseminating specific information; they are the activities that the library executes to further the mission and priorities of that particular institution.

Role of Libraries

Libraries can no longer be content to assume a passive, or merely reactive role in the community. The belief that programming should be used as a means to boost circulation by luring would-be borrowers through the doors will likely prove antiquated.

Most librarians attending in the group agreed that libraries have a valid role in shaping community opinions through programs that may simply be "cultural" in nature. Such activities should be planned in an effort to enrich lives, broaden perspectives, and foster personal growth of users. It is a worthy undertaking to present the library as a bridge to cultural ideas and experiences.

In planning goals and objectives, librarians and library administrators should include as one of their goals the enrichment of life and be willing to allocate funds for programming with the same degree of enthusiasm as is displayed in book budget discussions.

The immediate trend, especially understandable during this current fiscal crisis, has often been to curtail programs that are not directly related to traditional library services. Since librarians are faced with the awesome task of convincing administrators that programming remains a vital service despite poor attendance and inadequate budgets, it may prove advantageous to be more selective about programs so that each one is a motivating force unto itself, while still linked to the library's goals and priorities.

Future Implications

Initially, the overall feeling of the discussion group with regards to library programs was rather conservative. However, as the dialogue continued and ideas were exchanged, it was felt that there is a need for continued library programming. Indeed, the majority of the librarians felt that programs must be included as an integral part of overall services when setting priorities, goals, and objectives.

Curley made the statement that the community's perception of the library, even if that perception is negative, may be infinitely more beneficial than an apathetic or indifferent attitude. Certainly the community's feeling toward the library is crucial to the very survival of cities and their agencies, particularly the public library. Thus, it was his contention (and the majority of the group agreed) that programming may enable the library to be seen as a cultural and social force for revitalization of its constituency. Additionally, libraries must endeavor to attack the greater problem of apathy before they can hope to provide the answers to informational needs. If people are unaware of the need for the services that libraries offer, even vital services will fail. Library programs can be used as one vehicle in changing apathetic attitudes and could become a catalytic force in instigating social and cultural changes within the community.

The concern most voiced, however, was not whether programming was valid, but how to amass the necessary funds in order to make certain that programs were on-going. Should we, as librarians who must justify the need for programs, concern ourselves about whether or not they will have a snowball effect, resulting in more patrons using the library once the program has concluded? If not, how do we measure and document for the necessary statistics most administrators demand, and legitimately need, when requesting additional funds?

Without question, librarians will have to make program choices in deciding how best to meet the needs of each community served. The emphasis, now, must be on cooperative programming, non-duplication of services that are provided elsewhere, putting to use community talents and resources, seeking financial assistance from local clubs, fraternities and other organizations. Of critical importance is making a concerted effort to know more about what the community wants—what can stimulate or excite each of the major segments or groups.

In the eighties, librarians and library systems must determine the methods (community walks?) to discern that which touches upon the needs of the people in the community, and then program accordingly. One or two

well-planned events per year may prove infinitely more productive than four or five smaller or ad hoc activities, undertaken in an attempt to satisfy all of the people, all of the time.

There is little doubt that adult programming can and should be a positive exchange between the library and the community. The real task facing public librarians is how to incorporate, actively and effectively, what we believe to be an integral part of library services, so that both the community and the library benefit in the shared experience.

Session 3

The Future Scene— Opportunities and New Directions for Adult Services in the American Public Library

The Future for Public Library Adult Services, Opportunities and New Directions

by
Dr. Margaret E. Monroe, Library School, University of Wisconsin–Madison

We are gathered for this final session this evening to honor the future of adult services and a woman who has lived comfortably creating that future for a number of years. For the future is truly a product of the past, nurtured with perception and wisdom by such efforts as those of Rose Vainstein: Her substantive direction finding in her survey of *Public Libraries in British Columbia* in the sixties, the "standards and guidelines" embodied in the current PLA Mission Statement, nurtured by Rose as she chaired the committee from 1972 to 1975. The "consumer" viewpoint and "special publics" orientation that now dominate our perspective in adult services have been Rose Vainstein's with her long-standing perception of the importance of adult service programs to such special publics as aging and business. She regularly has espoused community analysis as the foundation piece of adult services. Rose Vainstein exemplifies the future-oriented adult services librarian whose insights have indeed become major guideposts to our present.

We have spent this day considering both the opportunities and new directions for public library adult services—what they are and how we get there. It is clear that we have moved well beyond both the traditional orientation of "readiness to serve" and the modern orientation of "services responsive to need," and that adult services are now in a position to initiate, to become the aggressive "pro-active" force in the community. Arthur Curley's "community building" programming strategies; Bernice MacDonald's road to interactive library-community planning through information and referral services; Jacqueline Thresher's clustering of "urban survival needs" services around the New York State model of Educational Information Centers; and Carolyn Anthony's emphasis upon the task of building local information resources for Information and Referral services to anticipate people's needs—all are, at their core, services that take the initiative, that are "pro-active" rather than solely responsive, "reactive," service designs.

The future may hold few surprises for those of us present at this institute; its groundwork is laid by the past and by the forces at work upon society and public libraries in the present. Today we have heard a number of those forces identified: such limiting forces as inflation and recession, the energy crisis, alienation and apathy as part of the social deterioration of the cities; and such energizing forces as growth of a learning society and technological innovation. We may have omitted from specific mention during this day a cluster of other forces which we will be ready to acknowledge—changes in social aspiration, the development of substitutes for public library service (private sector information-for-sale, social agency sponsorship of I&R),

changes in public library administration (participative management, zero-based budgeting), and changes in the community's library structure (growing strength of the school and academic libraries; inter-type library cooperation)—all of which are affecting the redesign of adult services in public libraries.

The interaction of these forces, either for mutual support to hasten their effect, or for their conflicting impacts that retard the desired (or undesired!) outcomes, needs careful analysis by those who would influence the future. The development of library services to the learning society, for example, may be both accelerated and retarded by recession. Cross-impact consequences make a fluid, changeable, future inevitable.

As Rose Vainstein pointed out in her 1966 study of *Public Libraries in British Columbia* (quoting John W. Gardner), "We must understand that the only stability possible is stability in motion. It will foster a climate in which the seedlings of new ideas can survive, the deadwood of obsolete ideas hacked out. Above all, it will recognize that the capacity of society for renewal depends on the individuals in it." (p. 92) Let me add to that, a number of the individuals who will provide that "stability in motion" and make the desired future of adult services happen, are probably in this room!

Futurists make no pretense at predicting the future; prophecy is for prophets. Realistically, our interest in the future lies in being able to influence it, not to predict it; to foresee alternatives, and to choose strategies that will give our preferred future a chance to develop. The future provides an opportunity for us to create, once we recognize the strategies needed to influence what happens. For it is obvious, analysis alone does not influence the future; it is only as we use the insights gained, in analysis of the forces-at-work and the preferred future we envision, to devise and carry out strategies of professional action that we can hope to influence the future.

Recently I spoke on "Adult Services in the Third Millenium" in New Orleans, and I commented then on three important forces at work on the future: the human resistance to change; the major public events such as war, depression, rising educational levels, the aging of society; and the impact of leadership. Rose Vainstein is one whose leadership has had strong impact on the future of adult services. Without such leadership we would be immobilized for action. Leadership not only sets goals; it empowers!

I propose now to grasshopper briefly among a number of highly significant themes which we have been exploring directly or obliquely all day. I should like to be illustrative rather than comprehensive or definitive.

Special Publics

Here I should like to talk about a single example of our opportunity for "customized services" (to use Roger Greer's evocative phrase), and to talk in terms of our aging society. The future of adult services in public libraries will be strongly affected by the cross-impact of the library profession's current insight into the importance of a "special publics" focus and the major change in our society's age structure. As our population over 65 years moves from 10 per cent to 15 per cent and to 20 per cent by the year 2000, great changes lie ahead. What is the likely impact of the aging population on public library services? More "live long and like it" clubs? More homebound services? More nursing home liaison? Very probably, yes; but none of those

expansions are as significant as the most startling change I see.

The stereotypical "older adult" of the 1960s was the target for these earlier service models. At the time of the 1961 White House Conference on Aging, the typical adult over 65 was poor, ill-educated (median education of 8th grade), a non-reader, and (on the whole) a non-participant in society. Segregated service seemed a necessity, and adaptations of service to these limitations were essential.

Twenty years later, the stereotypical "older adult" in the 1980s is a high school graduate (those reaching age 65 in 1977 had a median of 12.4 grades of formal education), is living above the poverty line (with Social Security and pension benefits well established for the moment!), in vigorous good health, is accustomed to the use of books, films, and recordings (national polls show reading to be one of the four preferred activities—above watching television for many people), and numbers of older adults are turning to learning and to the arts and humanities for self-fulfillment, self-realization, and the road to "self-integration" seen by Erik Erikson as a prime task of the later years. Public libraries, in a twenty year period, have gained a new public composed of educated, leisured, purposeful adults who are involved in their families, their communities, their organizations, and for whom information, learning, and reading are a way of life.

Recognition of this new public and their interests and needs is already repaying public library adult services. Planning with this special public (in all its diversity!) will be an important part of adult services generally in the immediate future. New emphases in collections, increased integration of adult services with programs of other agencies, new modes of adult service will inevitably emerge. The cultural center concept for public libraries could find full justification (if indeed no other rationale existed) through the readiness of this educated, leisured adult public to use this service. New formats for reading and discussion focussed on the life-tasks of older adults may well arise. Creative programming will determine the future in library service to an aging population, in which preparation for aging must begin well in advance of the "turning 70" or "turning 50" mark! The expansion of education for aging to all levels of adulthood is a field for exciting growth in adult services.

Sensitivity to New Forces in Society

(See Work Sheets A,B,C on pages 65–67.)

Here I want to illustrate how important it is to sustain sensitivity to emerging forces as they begin to be visible. One of the new social forces in our society which holds enormous importance for public library adult services is the emergence of a philosophy and theory of leisure, and of the movement toward leisure-as-a-lifestyle. Recreation has now become handmaiden to the theoretical field of leisure, and the public library's earlier ambivalence toward serving "recreation" may now evaporate in the vigorous atmosphere of "leisure"—with its focus on individualized personal choices in how time is spent, with its focus on freedom in "leisuring" and on self-awareness, self-knowledge and self-realization. The field of leisure inevitably turns to the public library both for its cultural resources of books, films, recordings, and for its scholarship and its skills in storytelling, book and film discussion, gallery shows, and multimedia presentations. I find that on the academic campus where I work actively with the faculty in leisure,

public libraries are considered an inherent part of the leisure field. The growth of leisure-as-a-lifestyle is already influencing public library adult services, and the theory of leisure will do much to undergird the theory and philosophy of adult services.

Under the influence of leisure-as-a-lifestyle, learning by adults in a highly goal-structured orientation will not be the only learning style. Already the National Endowment for the Arts and the National Endowment for the Humanities are enabling public libraries to explore happy, serendipitous models (the fair, the fiesta, the month-long festival, the multi-faceted multimedia programs) that appeal to this lifestyle—a lifestyle in which we all can share on a part-time basis. (I am reminded of the "Detroit Adventure in the Arts" of the 1950s; Kenneth King wrote it up in *Library Journal* at the time . . . a beautiful model!)

As we bring our creative imaginations to the devising of these "events," our minds, as librarians, must be as clear and sharp as crystal on our goals in such service models, while our spirits soar as freely as those of our collaborative planning public. The challenge of leisure-oriented adult service is not based on an "anything goes" philosophy, but requires of the adult service librarian a mastery of professional theory and technique, as well as maturity of person that relishes the leisure life-style, tolerates the range in values and the profusion of purposes in our society, and shares in the enjoyment of the cultural arts, at the same time that we have clear library goals rooted in sound public library philosophy.

As I talk to librarians around the country, and as I listened today, I see this sophisticated competence as a reality, among some of us now, and, perhaps for many librarians in the near future.

A New Standard for Quality in Adult Services

Here I want to point to "adult services with impact" as a minimum standard! I see emerging now a commitment of adult services with real impact on the needs of our society. One key to high impact services seems clearly to be the "interactive planning" between adult service librarians and their special publics for whom (and with whom) the service is being designed. There are, of course, many other factors involved in producing impact, but interactive planning has permitted a pin-pointed focus for service not otherwise achieved.

Let me cite two illustrations.

The Legislative Information Service of Fairfax County (VA) Public Library moved, in 1977, under pressure of needs from the local community, from a manual to a computer-based service linked to the State Legislative Database in Richmond. Within a year the Virginia Collection doubled the number of client groups served and the number of requests satisfied (from information on 325 bills to information on 635 bills). Beyond enhancing its reputation for rapid staff response, the Virginia Collection program in Fairfax County developed for each requesting local office or organization a user profile for bill tracking on a daily basis, freeing the agency or group from tedious personal monitoring that always ran the risk of being "just too late." And telephone service went to the user whenever a relevant item started to move. The public response to this service was impressive, not only in voluntary testimonials of gratitude but in the rapid expansion of the use of the service by primarily social service organizations to include legal and business

firms, county government agencies and commissions, trade organizations, and a number of private citizens. Mrs. Harva Sheeler, who conceived and developed this new aspect of the service with her public, has now been captured as librarian of a local law firm. But the service in the County Library continues unabated under staff Mrs. Sheeler has trained; the service has been built into the program.

In rural Southwest Mississippi, on the other hand, Mrs. Ruth Bennett of the Pike-Amite-Walthall Library System (headquartered in McComb) built the public Library's Information and Referral File by personal interviews with directors and staff members of state and community agencies; then publicized it through interpreting regional information sources in her weekly newspaper column "Information Station" and through radio spots and library exhibits. Her outreach to the adult non-library user, however, not only went through the mass media, but she also became involved in such interpretation through community organizations reaching directly to their members: Cooperative Extension clubs, Senior Citizen organizations, Handicapped in Action, hospital auxiliaries, nutrition sites, civic clubs, professional organizations. New library card registrations rose 22 per cent in a single year; I&R service is well used; purchase of expensive library tools are now seen as fully justified by board and librarians. And the Library is proud of the major accomplishment of making a rural region "information aware."

These are services with real impact on their communities. And there isn't a person here who could not match these stories! It is this fact that leads me to anticipate "a new standard for quality in adult services" in the future of public libraries. We have come a long way, and are on a road on which there is no turning back!

Role of Research

Of all the forces at work within the profession supporting constructive development of public library adult services, there is none to equal the importance of research. Much of our sensitivity to social forces has alerted us to visible problems to which we must respond; research, however, has the potential to alert us to the changes we can initiate to meet hidden needs.

As Helen Lyman proceeded with her national studies in literacy and public library services to literacy, we at the University of Wisconsin drew in two doctoral students to explore in depth one of the insights Helen had developed concerning the kinds of reading materials needed by the ethnic minority "new literature" a newcomer to urban life. Yekutiel Deligdisch explored the relationship between the new literate's capacity for literal understanding cognitive learning of reading material and the extent to which that material reflected his own values and life experience, and Deligdisch found a strong, significant relationship. The Hispanic reader literally understood better Hispanic background materials of the same level of reading difficulty as Black background materials, while the Blacks had better literal comprehension of the Black materials than of the Hispanic materials.

Lawrence Sherril tested two groups similarly for their capacity to gain human understanding (affective learning) from materials of opposed and same backgrounds, and discovered the same strong, significant relationship. So that Helen Lyman found explicit support for her human insight into a new approach to the evaluation of materials, and one of the significant

aspects of her "materials analysis model" is the identification of the values and cultural contexts that reading materials communicate to the reader. The professional insight, documented by sound research findings, forces a redesign of library services. John Chancellor, that great library adult educator, foresaw in 1954 in a Milwaukee-based workshop that librarians might be forced to "write the books" needed by some readers. That came as a shocker! Twenty years later came the research-based rationale for his wild surmise!

Research may corroborate experience explicitly, and thus may serve to explain experience. The work in communications research of Childers, Zweizig, Dervin, and more recently Durán (in the Chicago Latino Communications Project) underscores the credibility of people over print. We have not fully responded to this message of research: that librarians as distributors of information must ensure the credibility of both their sources and themselves to the special publics whom they serve. Inner city "Outreach" mastered the credibility of self in various styles. But we have a long way to go before we understand the root problem of credibility and redesign services in the light of such knowledge. Over twenty years ago I had a personal experience in the lack of credibility of print among university professors outside their fields of expertise. I was a relatively young professor on the faculty of Rutgers University library school and was appointed to the university-wide Committee on the Collge Bond Referendum. Before I proceed, let me make clear that the referendum won—overwhelmingly!

> Committee on college bond referendum; at end of the first session I offered to prepare a bibliography. Bewilderment on part of chairman, until his sudden comprehension: I was a librarian; so OF COURSE, said he.
>
> Bibliography included only four well chosen items, each addressed to one of the particular problems we were facing; I abstracted succinctly, including the detail we would need to make these items useful. Two pages, clearly typed and crisply duplicted. I had completed my task, I thought.
>
> Before the next session of committee opened, I presented a copy to the chairman, who thanked me as he placed his copy under his pile of papers.
>
> So as the meeting got under way, I began to feed the information into the group as discussion showed need for it. CONSIDERABLE INTEREST. "Is that right?" "We might try . . ." So, putting librarianship to the test, I allowed myself to be seen to be reading from the bibliography the next time I quoted.
>
> WHAT IS THAT YOU'RE READING was the clamor . . . "I just happen to have copies" and I hand it around. People see it is a bibliography, place it at the bottom of their piles of papers and express no further interest. My contributions cease to interest them.
>
> I HAVE OFTEN THOUGHT . . . suppose I had had the wit in advance to call Cyril Houle, author of one of the valuable articles, and ask "Cy, bring me up-to-date on your impressions of your fund-search . . ." Who knows? Would my credibility have been restored as I quoted my conversation?

How should I have redesigned that particular service, that seemed at first to be going so very well indeed? Was the rejection of print due to the "bibliographic" format? to the fact the professors were working outside their fields of expertise (where they accept print) and in a layman's role? There is a juicy piece of research waiting still to be done!

This is only one of the multitude of puzzles for which we need hypotheses and theoretical frameworks from which to draw research studies that will assist us on the basic redesign of public library adult services.

Innovation as Planned Change

One final thought on the direction of adult services for the future. Back in 1964 John W. Gardner saw "systematic innovation" as the foundation for social renewal. This idea has had considerable public discussion over the last 15 years. In the *Library Trends* issue on "Emerging Patterns of Community Service" I discussed innovation and concluded then that "logical, planned restructuring is only beginning to emerge as a way of introducing new patterns of community service." This might, however, become the breath of life needed by an institution declared "dead" some 15 years ago!

Innovation—not random change but planned change—has been initiated within the field of public library adult services. Accountability (stemming as a mandate from federal and state library agencies as well as from local governments) and the concept of zero-based budgeting (annual or perhaps triennial rejustification of structures and staffing as well as activities) are both moving adult services healthily toward planned change. Highly demanding of clear-headed analysis, the game has high rewards as well as high risks.

The Consortium for Public Library Innovation, established in July 1976 in direct consequence of a three-year experience in the process of innovation of the Learners Advisory Service, has been setting a pattern for national networking of innovation among systems of public libraries. The New York State Library's focus on Educational Information Centers is a fine example of innovation on a statewide scale.

What is the likely future of innovation (planned change) in the field of adult services? It is one current trend; PLA Mission Statement relies upon it and reinforces its values and styles. But the forces of conservatism in the profession are great and will increase in influence as recession deepens and as the "lean years" extend. I observe with delight, however, the enormously creative response of such major public libraries as Chicago, New York, Detroit, and Boston to fiscal retrenchment; it has not been to "batten down the hatches and wait out the storm," but rather to regroup, reassess, take bold approaches to the real problems revealed in the process of social distress. Public library outreach, that magnificent model that emerged under stress in the 1960s, continues to serve as an example of the importance of innovation as a response to stress.

The notable difference between innovation in the 1960s and innovation in the 1980s will be in part the difference in the persons who are the sources of innovation. Leadership in innovation will now be flowing from all levels of adult service personnel. We are better educated, more theoretically and research-oriented, more competent in evaluation skills, and more perceptive of the barriers to change and how to deal with them. There will be more rational planning, and more administrative and middle-management support for innovation; there will be greater sensitivity to the broad range of social values; there may even be less "either-or"-ism ("if we serve the have's, we can't afford to serve the have not's") to battle. With increasing acceptance of the need for services with both high impact and high efficiency, and with out better educated cadre of adult service librarians, new service forms will emerge.

And, to a large extent, it will have been Rose Vainstein and her generation who will have made the transition possible. I think of Rose Vainstein's consistent future orientation. In her 1976 *Library Trends* article on "Teaching the Elements of Community Analysis," she wrote: "By working only on the

present, we blur and obscure the requirements of the future. What can provide a vision of tomorrow and a bridge to today is the teaching of community and neighborhood analysis and their symbiotic relationship to library services."

Rose Vainstein embodies freedom from the "here and now" limitations which all futurists must achieve, and with that freedom comes the readiness for high risk so important to innovation. In 1960 Rose wrote in public library standards that "At no time should standards be permitted to freeze the pattern of services." In her 1978 paper on "The Trustee and the Public Library" she set forth her concept that guided the development of the PLA Mission Statement from 1972 to 1975, the concept of "diversity by design" as essential to the "redesign of tomorrow's public library." The abandonment of uniform national standards and reliance upon a well-informed, creative, and flexible staff and board of trustees to set local goals to meet local needs—this is indeed a high risk orientation and a high stakes outcome!

Our intensive session today is perhaps as strong a support to this "high risk" venture as we here may need. In a spirit of realistic optimism, the future is indeed at hand. Thank you, Rose!

Forces-at-Work Analysis
Work Sheet A

Identifying *forces at work* in society in general or in the profession specifically that will force changes in the program of adult services in public libraries.

Forces-at-Work Wheel

See: Monroe, Margaret E. "Adult Services in the Third Millenium." *RQ* 18 (Spring 1979): 269.

Cross-Impact Study
Work Sheet B

Assessing the probable *impacts of one force upon another,* and the effect of these impacts for the change in the present situation. Such force interactions may be frustrating and deflecting, or they may be supportive of one another. Assessment of the *relative strength and timing* of the forces is an important part of projecting the future alternatives.

CROSS-IMPACT CONSEQUENCES MATRIX

Mutually Supportive Forces

Conflicting Forces

	A	B	C	D
I	Consequences	Consequences	Consequences	
II	Consequences	Consequences	Consequences	
III	Consequences	Consequences	Consequences	

See: Monroe, Margaret E. "Adult Services in the Third Millenium." *RQ* 18 (Spring 1979): 270.

Alternatives and Strategies
Work Sheet C

We may assume that the future is somewhat under our control through analysis of alternatives and the development of strategies to support our preferred alternatives.

Identification of the alternative response to forces for change in the present library situation becomes possible after performing the "Forces-at-Work" Analysis and the "Cross-Impact" Study. Social and professional values will determine preferences among alternative futures, and the factors over which the profession has some control will determine the extent of real choices which the profession can make in determining the future.

Most professional situations lend themselves to forecasting multiple sets of alternatives. We will here use the simplest possible model of two sets of alternatives: the preferred future and the rejected future.

ALTERNATIVES ANALYSIS

Preferred Future	Forces Supporting Chosen Elements	Strategies for strengthening and using
Chosen Elements of the Future 1. 2. 3. 4.	A. B. C.	

Rejected Future	Forces Supporting Rejected Elements	Strategies for limiting and controlling
Rejected Elements of the Future 1. 2. 3. 4.	A. B. C.	

See: Monroe, Margaret E. "Adult Services in the Third Millenium." *RQ* 18 (Spring 1979): 271.

Appendices

Appendix I

Library Services to Adults
Some Suggested Readings for Institute Participants

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Appendix II

Biographical Information About Institute Staff

Principal Speakers:

Roger C. Greer, Dean and Professor, School of Library Science, University of Southern California. Greer also directs the Community Analysis Research Institute and conducts workshops on community analysis throughout the nation. He has taught in library schools at the University of Denver, Rutgers, and Syracuse (among others). Active in ALA, he has served on the PLA Goals, Guidelines, and Standards Committee, Library Research Round Table, Council, and in other capacities. He is a frequent contributor to library literature.

Margaret E. Monroe, Professor of Library Science, Library School, University of Wisconsin-Madison. She has taught and conducted research in the broad area of adult services including: user groups such as the aging, disadvantaged, hospitalized and institutionalized, and the adult independent learner as well as such library service areas as: development of community services, evaluation of public services, and the cultural role of the public library. She combines the perspective of the researcher and close contact with the library practioner to produce frequent perceptive contributions to library literature, including recent articles on adult services in *RQ, Library Trends* and the *ALA Year Book.*

Discussion Leaders

Carolyn Anthony, Head of Information Services, Baltimore County Public Library, previously Head of Enoch Pratt's Information and Reference Services, the INFER Project. She chairs the Community Information Section of PLA and the Ad-hoc Committee on the Role of the Public Library in Providing Consumer Information of ALA. She serves on the National Commission on Libraries and Information Science Community Information Committee. Her recent publications include: "Questions Anyone?" *American Education,* October 1977, pp. 13–18, and "I&R: A Training Manual," Baltimore, Md. Enoch Pratt Free Library, 1979.

Arthur Curley, Deputy Director, Research Libraries, New York Public Library. His previous positions include: Deputy Director and Public Service Director at the Detroit Public Library; Adult Services, Boston Public Library; and Library Director, Montclair (NJ) Public Library. Curley is a frequent contributor to library journals. He has taught in the library schools at Rutgers University and The University of Michigan.

Bernice MacDonald, Associate Director, Branch Library System, New York Public Library. She has held various adult service positions in the New York Public Library System. She has written in the area of adult service, including "Literacy Activities in Public Libraries," ALA, 1966. She has taught courses in adult services at Pratt Institute. MacDonald presently chairs the Continuing Education Committee of the New York Library Association.

Jacquelyn Thresher, Special Services Consultant, Westchester (NY) Library System. A leader in the national Adult Independent Learner Project, she is a pioneer in the area of adult independent learning. She has designed and implemented several services for adult learners, including an adult education hotline, a literacy tutoring program, and a learning network, both at Westchester and at Woodbridge, N.J. Thresher serves as a consultant to other libraries and contributes frequently to the literature of adult learning. She is active in professional associations including ALA, serving most recently on the Education of Public Librarians Committee of ALA.

Group Recorders

For Group A: **Suzanne Davis Sutton,** Deputy Librarian–Bloomfield Township (MI) Public Library; for Group B: **Barbara L. Shumer,** Branch Librarian –Durham (NC) County Public Library; for Group C: **Douglas A. Zyskowski,** Deputy City Librarian–Southfield (MI) Public Library; and for Group D: **Elizabeth Parker,** Branch Librarian–Enoch Pratt (MD) Free Library.

Institute Coordinator

Joan C. Durrance, Coordinator of Continuing Education, School of Library Science, The University of Michigan. She has also taught in Community Information Specialist Program, University of Toledo. She is active in professional organizations, serving on the Council of the American Library Association, the PLA Goals, Guidelines, and Standards Committee, CLENE Advisory Board; she chairs the AALS Continuing Education Committee and is editor of the Column of Librarianship (JEL). Her article on "Emerging Library Services for Community Citizen Groups," appeared in Fall 1979 *Library Trends.*

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